

# South Carolina Commission on Higher Education

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CHE  
9/3//15  
Agenda Item 5.02.A.1-7

September 3, 2015

## **MEMORANDUM**

**To:** Chairman John L. Finan and Members, SC Commission on Higher Education Members

**From:** Dr. Bettie Rose Horne and Members, Committee on Academic Affairs and Licensing

### **Analyses of New Program Proposals**

Attached are the executive summaries and proposals for new academic degree programs for consideration at the September 3, 2015, meeting of the S.C. Commission on Higher Education.

Please do not hesitate to call Dr. John Lane, Interim Director of Academic Affairs, at 803-737-0141 should you have any questions or concerns about the summaries or recommendations.

Enclosures

**New Program Proposal**  
**Masters of Education in Special Education with concentrations in** Twice-Exceptional  
(Learning Disabilities and Gifted and Talented); Twice-Exceptional (Emotional Disabilities and  
Gifted and Talented); Emotional Disabilities; Intellectual Disabilities; Learning Disabilities; or  
Severe Disabilities  
**Coastal Carolina University**

**Summary**

Coastal Carolina University requests approval to offer a program leading to the Masters of Education degree in Special Education with concentrations in Twice-Exceptional (Learning Disabilities and Gifted and Talented); Twice-Exceptional (Emotional Disabilities and Gifted and Talented); Emotional Disabilities; Intellectual Disabilities; Learning Disabilities; or Severe Disabilities to be implemented Spring 2016. The proposed program is to be offered through 100% online instruction. The program will complement the current undergraduate program in High-incidence Disabilities by offering graduates courses that will allow them to apply for add-on licensure in Severe Disabilities from the South Carolina Department of Education while earning a graduate degree. Graduates of the program will obtain the required knowledge base to serve students with disabilities as well as those who are gifted and talented. The proposal was submitted to the Commission on May 1, 2015.

The following chart outlines the stages of review for the proposal; the Advisory Committee on Academic Programs (ACAP) and the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. Committee questions, institutional responses, and the program proposal are enclosed.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	5/1/15	Not Applicable
ACAP Consideration	6/11/15	University representatives from Winthrop asked about the possibility of field experiences since the program will be offered 100% online. This concern was subsequently addressed in the Revised Program Proposal.
Comments and suggestions from CHE staff sent to the institution	6/15/15	Staff requested that the proposal be revised to address the concerns expressed by Winthrop University. Staff also asked Coastal for the following updates: 1) revise the program name so that add-on licensure is referred to only as a possible option for graduates of the program; 2) adjust the faculty chart to include the new faculty member for FY 2015-16; and 3) to provide a justification for "other funding" that was included in the budget chart.

Stages of Consideration	Date	Comments
Revised Program Proposal Received	6/26/15	<p>Coastal Carolina responded to concerns raised at the ACAP meeting and subsequently, including the need for the program, the distinction of the proposed program from similar programs offered at the USC Columbia and USC Aiken campuses, and the need for more research in the earlier version of the proposal. Coastal Carolina revised the curriculum chart to reflect more accurately the program.</p> <p>Specific responses from Coastal Carolina to the concerns from Winthrop and staff in the revised proposal are as follows:</p> <ul style="list-style-type: none"> <li>• Practica will include online discussion forums, written assignments, and other various assessments. Live observations of teachers in their practica will be conducted via various technologies and/or videotaped demonstrations of lessons.</li> <li>• The new faculty member hired for Fall 2015 (0.43 FTE) was added to the chart on page 18.</li> <li>• The financial support chart was adjusted for the newly hired faculty member.</li> <li>• The justification for the “other funds” was provided and stated as follows:           <p style="margin-left: 40px;">“To cover the shortfall for the first year of the program, “Other Funding” for the program will be made up through existing expenses already incurred by the University and through the growth in enrollment. Coastal Carolina University has experienced 83% growth over the past ten years and expects to continue growing at a rate of 2-3% per year going forward. The funds necessary for this program will become part of the regular budget.”</p> </li> </ul> <ul style="list-style-type: none"> <li>• The proposal was adjusted to reflect concentrations instead of add-on certifications since institutions do not recommend graduates for additional certifications in teaching.</li> </ul>

<p>CAAL Consideration</p>	<p>7/15/15</p>	<p>CAAL members requested clarification about the following topics:</p> <ul style="list-style-type: none"> <li>• Total vacancies in Special Education in South Carolina</li> <li>• The plan if expected costs are exceeded</li> <li>• The procedure for calculating anticipated growth of 2-3%</li> <li>• Costs and tuition for out-of-state students for the 100% online program</li> <li>• Additional costs for additional use of online teaching resources</li> <li>• Reporting? or How to report? the growth for each of the past two academic years and the anticipated growth for 2015-16</li> <li>• Factors that will be considered in deciding how much of the course will be synchronous</li> </ul> <p>Response from Coastal Carolina</p> <ul style="list-style-type: none"> <li>• There were 715 newly hired special education teachers across K-12 and with 67 unfilled positions remaining (CERRA, 2015)</li> <li>• The institution estimates that over the next five years \$10,000 will be necessary to update and sustain materials and resources in the Kimble Library. Programs are reviewed annually by the university and if estimated costs are exceeded, it will be addressed through budget requests by the library and/or specific college budgets.</li> <li>• Anticipated growth is based on the University's Strategic Plan. The metric for graduate enrollment is to increase by 2% per year (Strategy 4, 1.4.2)</li> <li>• Coastal Carolina is accepting applications from qualified students in 25 states for online programs. Coastal currently does not charge a fee for online tuition. Online tuition will be the same as regular in-state and out-of-state students.</li> <li>• Coastal Carolina has invested in the development of online courses, which are Quality Matters (QM) certified via a recent COOL grant.</li> <li>• The previous program was only an opportunity to facilitate add-on endorsement in special education and not receive an actual M.Ed. in Special</li> </ul>
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Stages of Consideration	Date	Comments
		Education. Survey data confirmed the need for a specific M.Ed. in Special Education and enrollment is projected at 10 for the Spring and 18 in the summer. <ul style="list-style-type: none"><li data-bbox="813 394 1365 489">• Courses will be offered weekly as synchronous meetings with students in each class.</li></ul>

**Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Masters of Education degree in Special Education with concentrations in Twice-Exceptional (Learning Disabilities and Gifted and Talented); Twice-Exceptional (Emotional Disabilities and Gifted and Talented); Emotional Disabilities; Intellectual Disabilities; Learning Disabilities; or Severe Disabilities, to be implemented Spring 2016.

***Institutional Responses to Commissioner Questions  
about Program Proposals considered at the July 15, 2015 CAAL meeting***

**Coastal Carolina University, M.Ed., Special Education**

- 1. Employment Opportunities – “One out of five vacancies in South Carolina’s public schools is in special education.” What are the total numbers of vacancies in this area in South Carolina?***

Response: According to the annual supply and demand survey conducted by the Center for Educator Recruitment, Retention, and Advancement (CERRA, 2015), in South Carolina, newly hired licensed Special Education PK-12 teachers for the 2014-2015 year included **314** primary/elementary, **215** middle level, and **186** secondary, for a total of **715** hired special education teachers. There was a total of **67** special education positions throughout the state that were not filled.

- 2. Qualitative Analysis – Re: estimated costs necessary – What happens if estimated costs are exceeded?***

Response: It is estimated that approximately \$10,000 over the next five (5) years will be necessary to update and sustain materials and resources in the Kimble Library in order to meet the needs of this program. University budget requests for colleges and program areas are reviewed annually, and costs for newly approved programs are submitted and approved through this process. If estimated costs are exceeded, they will be addressed through budget requests by the Library and/or specific college budgets. As part of our Strategic Plan: *Strategy 1: Meeting the Educational Needs of Students and the Community - 1.1.5. Assess the current and projected support resources required by faculty and students involved in graduate studies and, if necessary, determine how best to augment these resources in a cost-effective manner over the next five years.*

- 3. Budget justification - How do you calculate anticipated growth of 2-3%?***

Response: This anticipated growth in enrollment is based on the University’s Strategic Plan (Strategy 4: Ensuring Financial Viability and Managed Growth). Specifically, the metric for undergraduate and graduate growth is as follows: *Strategy 4: Ensuring Financial Viability and Managed Growth - 1.4.1. Increase undergraduate enrollment by 2% per year...1.4.2. Increase graduate enrollment by 2% per year...*

***Institutional Responses to Commissioner Questions  
about Program Proposals considered at the July 15, 2015 CAAL meeting***

4. ***Recruitment area and tuition... given the program is 100% online, will you recruit and or accept applicants from outside your nominal service area? If so have you accurately estimated the cost and time for authority to recruit? Will you charge different tuition for in area, out of area and will the online tuition be different from residential tuition?***

Response: Currently, Coastal is accepting applications from qualified students in 25 states for online programs (<http://www.coastal.edu/online/authorizations.html>). We are hopeful that this base will expand with the State Authorization Reciprocity Agreement (SARA). Coastal does not currently charge online tuition at other than our regular tuition. Any such pricing would be approved by the Board of Trustees and would be based on market analysis and cost of offerings. We will focus more heavily on recruiting applicants from our in-state partners, but of course we will also accept applicants out of our specific regional area. In-state partner schools will receive a discount that will be determined through a negotiated Memorandum of Understanding. Other non-partnered school districts, in-state and out-of-state, may receive a 30% discount. This is consistent with similar tuition models for our other M.Ed. and Specialist programs. These discounts were determined based on an analysis of tuition rate costs for similar programs at peer and aspirant institutions. Online tuition will be the same as residential tuition, with applicable technology and distance learning lab fees (tuition information is on the COOL website).

5. ***Resources Pg21... to what degree will this new program add to use of on line teaching resources (i.e., – will this be a significant addition, and if so does the school have proven capacity for effective delivery?).***

Response: The Coastal Office of Online Learning (COOL) program has invested in the development of the online courses, which are Quality Matters (QM) certified via a recent COOL grant. CCU has a significant investment in the online teaching resources through the Coastal Office of Online Learning (COOL) programs. Though this program is 100% online, and a significant addition to online teaching resources, the school has enough capacity for the effective delivery of this new program over the next five years.

6. ***Budget justification Pg 25... a good part of the justification is based on enrollment growth. Please report the growth for each of the past two academic years and the anticipated growth for 2015-2016.***

Response: The previous program was only an opportunity to facilitate add-on endorsements in special education and not receive an actual M.Ed. in Special Education. Hence, we only had add-on students and not students seeking a degree in the new program. Based on the survey data collected that confirmed the need for a specific M.Ed.

***Institutional Responses to Commissioner Questions  
about Program Proposals considered at the July 15, 2015 CAAL meeting***

in Special Education, enrollment for 2015-2016 is projected at 10 in the spring and 18 in the summer.

7. ***Synchronous delivery Pg 7... please explain who will determine and what factors will be considered in deciding how much of the course will be synchronous... will these times be proscribed before course enrollment? Will attendance be taken? Will a minimum attendance record be required?***

Response: The courses will be offered weekly as synchronous meetings with students in each class. Meeting times will be noted in the syllabus, as well as in an announcement sent during the first week of classes. Attendance will be taken by students' participation in these meetings, as all meetings will be required. There will not be a minimum number of students attending to proceed with any given meeting.

**Name of Institution:** Coastal Carolina University

**Name of Program (include concentrations, options, and tracks):**

Master of Education (M.Ed.) in Special Education  
 Concentrations in Twice-Exceptional (Learning Disabilities and Gifted and Talented), Twice -  
 Exceptional (Emotional Disabilities and Gifted and Talented), Emotional Disabilities,  
 Intellectual Disabilities, Learning Disabilities, or Severe Disabilities

**Program Designation**

- Associate's Degree  Master's Degree  
 Bachelor's Degree: 4 Year  Specialist  
 Bachelor's Degree: 5 Year  Doctoral Degree: Research/Scholarship (e.g.,  
 Ph.D. and DMA)  
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and  
 M.D.)

**Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?**

- Yes  
 No

**Proposed Date of Implementation**  
 Spring, 2016

**CIP Code**  
 13.0101

**Delivery Site(s)**  
 Online

**Delivery Mode**

- Traditional/face-to-face\*  Distance Education  
 \*select if less than 50% online  100% online  
 Blended (more than 50% online)  
 Other distance education

**Program Contact Information (name, title, telephone number, and email address)**

Susan D. Flynn, Ph.D., BCBA-D, Assistant Professor  
 Program Coordinator, Special Education  
 843-349-4181 sflynn1@coastal.edu

**Institutional Approvals and Dates of Approval**

Internal Institutional Body	Date of Approval
Board of Trustees	5/9/2014
Academic Program	2/16/2015

<b>Internal Institutional Body</b>	<b>Date of Approval</b>
Graduate Curriculum Committee, College of Education	3/25/2015
Dean, College of Education	3/25/2015
Graduate Council	4/2/2015
Faculty Senate	5/6/2015
Provost	5/31/2015
President	5/31/2015

### **Background Information**

**State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)**

The purpose of this proposal is to obtain approval to offer a stand-alone Master of Education in Special Education with concentrations in Twice-Exceptional (Learning Disabilities and Gifted and Talented), Twice-Exceptional (Emotional Disabilities and Gifted and Talented), Emotional/Behavioral Disabilities, Intellectual Disabilities, Learning Disabilities, or Severe Disabilities. Although the South Carolina Department of Education does not offer licensure in the area of Gifted and Talented, students who choose to complete one of the Twice-Exceptional tracks are eligible to apply for licensure in either Learning Disabilities or Emotional Disabilities. The Spadoni College of Education currently offers a Master of Education in Learning and Teaching program with a concentration in Special Education: High Incidence Disabilities PreK-12 with specializations in Emotional Disabilities, Learning Disabilities, or Intellectual Disabilities. This newly proposed program will replace the current Master of Education program concentration in special education while adding three additional concentration areas, and it will target both general and special educators who are already licensed to teach in their respective fields.

Upon approval of this proposed program, the current special education concentration in the Master of Education in Learning and Teaching program will be phased out. The proposed program will complement our approved undergraduate degree program in High-incidence Disabilities (Multi-categorical) by offering our graduates the opportunity for additional licensure in Severe Disabilities while earning a graduate degree. In addition, students who are interested in serving students who are Twice-Exceptional will be able to apply for licensure in Learning Disabilities or Emotional Disabilities, as well as have the required knowledge base to serve students who possess a gift *and* a disability. Finally, it will respond to the needs of area school districts and address the critical shortage of special educators in South Carolina and nationwide. Offering the program in a distance education format will reach licensed teachers who are unable to make the commute to campus.

**List the program objectives. (2000 characters)**

The objectives of the M.Ed. program will be to advance educators' abilities to:

1. Design and implement effective lessons based on knowledge of students, curricula, and best pedagogical practices.
2. Integrate technology to improve teaching, learning, and professional productivity.

3. Adapt learning environments, instructional strategies, and assessment techniques to meet the needs of culturally and developmentally diverse students.
4. Demonstrate leadership behaviors and dispositions in professional contexts.
5. Engage in reflective practice to improve teaching and learning.
6. Apply knowledge of special education principles, theories, laws, policies, and ethical practice in the comprehensive delivery of services to individuals with exceptional learning needs associated with emotional, intellectual, learning, or severe disabilities, as well as dually-diagnosed students with a gift and a disability.

#### Student Learning Outcomes:

1. Design learning environments and provide evidence-based instructional strategies to individualize instruction for positive learning results in general and special curricula.
2. Select, conduct, and interpret appropriate assessments for purposes of identification, eligibility determination, instructional planning, evaluation, and collaborative decision-making appropriate for individuals with disabilities and dual diagnoses.
3. Effectively review and utilize current research in the field to improve teaching and student outcomes.
4. Conduct and evaluate classroom-based research that can be disseminated in their schools, their district, and for professional audiences through publications and presentations.

#### **Assessment of Need**

According to the South Carolina Annual School District Report Card Summary (2013), approximately 59.7% of teachers in Horry County Schools held advanced degrees. In addition, 64.3% of teachers in Georgetown County School District and approximately 58% of teachers across all five school districts in Florence County held advanced degrees. This is the population that has traditionally served as Coastal Carolina University's student base. An electronic survey needs assessment (November, 2012) was administered to 462 teacher respondents in Horry, Georgetown, and Florence school districts. Results from the survey showed nearly 42% of respondents indicating an interest in advanced preparation in special education.

Statewide, special education continues to be a critical needs subject and licensure area. According to the annual supply and demand survey conducted by the Center for Educator Recruitment, Retention, and Advancement (CERRA, 2015), in South Carolina more than 20% of vacant teacher positions in the 2014-15 academic year were in special education across all school levels: the largest share of all unfilled FTEs in the state. Nearly 60% of all unfilled special education positions are concentrated in two geographic areas in the state: the Lowcountry and the Pee Dee regions" (2015, p.4). CERRA also reported that there were 67.5 unfilled special education teaching positions at the beginning of the 2014-15 school year. Further, across all school grade levels, special education teachers accounted for the greatest number of hires in 2014-15. The new program will seek to address these issues by providing advanced-level special educators who will teach in the state of South Carolina.

Over the past two years, Coastal Carolina University's Spadoni College of Education has received approximately ten inquiries each semester concerning the availability of a master's program; particularly in the areas of Emotional Disabilities or Severe Disabilities. In addition, graduates of the current Master of Education in Learning and Teaching – High-incidence

Disabilities Concentration have indicated dissatisfaction with the core courses offered in that program. In particular, licensed general education teachers have suggested that the core courses are not “special education specific” and the content is “disconnected from the concentration’s courses” (specifically, many of the core content courses do not complement or build off of the concentration courses in special education). The proposed program will address this by offering core courses (regardless of the chosen concentration area) that are specifically relevant to the field of special education and that provide a solid foundation for methods courses in the program.

Within the field of gifted education, *twice-exceptional* students (i.e., students who concurrently possess a gift and a disability), are increasingly gaining attention as to how to adequately serve them (Nicpon, Allmon, Sieck, & Stinson, 2011). South Carolina is a state that both mandates and funds Gifted and Talented Education. In the districts surrounding Coastal Carolina, 19.6% of Horry County students and 17.4% of Georgetown students are considered gifted and talented. This is compared to the state median of 12% (South Carolina Department of Education, 2014). As of 2002, all teachers in Gifted and Talented programs were required to hold an endorsement. There are currently no programs that directly service teachers in the Myrtle Beach, Conway, and Georgetown areas.

Ferri, Gregg, and Heggoy (1997) found that gifted students with a learning disability were less likely to be identified as having a learning disability in elementary school and more likely to be identified for the first time during college. In addition, teachers without training in gifted and talented students were less likely to refer students with an emotional disability for gifted programs because the competitive nature of the programs would not be a good fit (Bianco & Leech, 2010). Twice-exceptional students need specialized teachers who help to identify giftedness that cannot be perceived solely through testing; better understand their abilities; deal with personal, emotional, and social challenges; and set appropriate goals.

The uniqueness of the program, in addition to being flexible in serving both licensed teachers who are interested in an advanced degree in special education and those interested in one of the concentrations, will be that all coursework will be delivered in a distance education format. Currently, only one university in South Carolina offers graduate level coursework in Severe Disabilities. The proposed Master of Education in Special Education will serve teachers in South Carolina and beyond who cannot make the commute to this university. According to the U.S. News & World Report (2013), Special Education is the most frequently offered online master’s degree program. In addition, 86% of these online programs use asynchronous delivery as the most common instructional modality. Although the proposed program at Coastal Carolina University will utilize asynchronous delivery as the primary delivery method, weekly synchronous delivery of instruction (e.g., GoToMeeting) will supplement in order to provide feedback to, and interaction with, students.

There exists a need for more qualified special education teachers in South Carolina. Coastal Carolina University can help meet this need across the state by providing a graduate-level distance education degree program in special education. The proposed curriculum will support the university’s vision to increase the number of high quality online programs by ensuring academic integrity, quality, growth and innovation. This will be done by better preparing graduate candidates to engage as knowledgeable and skilled professionals in the field of special education, and to serve as special education teachers who thoughtfully plan and implement effective, research-based instruction that is responsive to the diverse and multi-faceted needs of their preK-12 students. This new program will assist in increasing the

retention rate and bolstering growth in new areas. Many rural school districts nationally face chronic shortages of highly qualified teachers of students with disabilities. This problem is further exacerbated by the isolation and lack of support that teachers face in these settings and the limited availability of high quality distance teacher education programs. The proposed program is an effort to address these critical needs in the state of South Carolina and beyond.

### Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

Provide additional information regarding anticipated employment opportunities for graduates.  
(1000 characters)

According to the *Fall 2014 Teacher/Administrator Supply and Demand Survey* (CERRA, 2015), vacancies in special education and gifted and talented across all school levels accounted for the largest share of unfilled FTEs in South Carolina. **One out of five vacancies** in South Carolina's public schools is in special education. Results of the survey also indicate that approximately 60% of all vacant special education positions are concentrated in the Lowcountry and Pee Dee regions. Employment opportunities for graduates with a Master of Education in Special Education degree can include classroom teacher, district-level support in special education (e.g., consulting teacher, coach), Executive Director of Special Education, and state-level support positions (e.g., Education Associate – Low-incidence Disabilities). In some states, a master's degree may be the required minimum degree to teach students with disabilities (Personnel Improvement Center, National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities, n.d.). In addition, there is an increasing demand for special educators across the nation. In every state the demand for highly qualified special education teachers exceed the available supply. Also, rural and urban areas have the greatest need for professionals across all areas of special education and gifted and talented (Personnel Improvement Center, National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities, n.d.).

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

As indicated previously, the Spadoni College of Education currently offers a Master of Education in Learning and Teaching program with a concentration in Special Education: High Incidence Disabilities PreK-12 and with specializations available in Emotional/Behavioral Disabilities, Learning Disabilities, or Intellectual Disabilities. The current Master of Education program with a concentration in high incidence disabilities is not required to meet the specialized professional association standards for special education because it is not a licensure program (i.e., it is a concentration). This proposed Master of Education in Special Education will be a licensure program, and it will be submitted for recognition by the Council for Exceptional Children (CEC) and national accreditation by the Council for the Accreditation of Educator Preparation (CAEP). This newly proposed program will replace the current M.Ed. program concentration in special education.

**List of Similar Programs in South Carolina**

<b>Program Name</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
M.Ed. in Special Education	Clemson University	Concentrations in learning disabilities, emotional/behavioral disorders, intellectual disabilities	Does not offer coursework in primarily online format; does not offer concentrations in twice-exceptional and severe disabilities
M.Ed. in Special Education	Converse University	Concentrations in learning disabilities, emotional/behavioral disorders, intellectual disabilities	Does not offer coursework in primarily online format; does not offer concentrations in twice-exceptional and severe disabilities; offers Deaf/Hard of Hearing concentration
M.Ed. in Learning Disabilities	Francis Marion University	Concentrations in learning disabilities	Does not offer coursework in primarily online format; does not offer concentrations in emotional disabilities, intellectual disabilities, twice-exceptional, and severe disabilities
M.Ed. in Special Education	South Carolina State University	Concentrations in learning disabilities, emotional/behavioral disorders, intellectual disabilities	Does not offer coursework in primarily online format; does not offer concentrations in twice-exceptional and severe disabilities
M.Ed. in Special Education	University of South Carolina-Columbia	Concentrations in learning disabilities, emotional/behavioral disorders, intellectual disabilities, severe disabilities	Does not offer coursework in primarily online format; does not offer concentration in twice-exceptional
M.Ed. in Special Education – Visual Impairment	University of South Carolina-Upstate	None	Does not offer coursework in primarily online format; does not offer concentrations in learning disabilities, emotional disabilities, intellectual disabilities, twice-exceptional, and severe disabilities
M.Ed. in Special Education	Winthrop University	Concentrations in learning disabilities, emotional/behavioral disorders, intellectual disabilities	Does not offer coursework in primarily online format; does not offer concentrations in twice-exceptional and severe disabilities at the graduate level

### Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-2016	0	0	10	60	18	108
2016-2017	25	149	27	164	32	191
2017-2018	25	151	28	166	32	193
2018-2019	25	152	28	167	32	193
2019-2020	25	152	28	167	32	193

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

Candidates will be required to have teaching licensure in any preK-12 area. Specifically, candidates must have met the following requirements:

1. A completed application for graduate study;
2. Specified non-refundable application fee;
3. Official transcripts from all postsecondary institutions attended;
4. An earned Bachelor's Degree in a teacher licensure program with an overall cumulative grade point average of 3.0; and
5. Initial, or professional license at the early childhood, elementary, middle, secondary, or pre-K level.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

**Curriculum**

<b>Curriculum by Category*</b>						
<b>Core courses</b>	<b>Twice-exceptional (Gifted and Talented/Learning Disabilities)</b>	<b>Twice-exceptional (Gifted and Talented/Emotional Disabilities)</b>	<b>Emotional Disabilities</b>	<b>Intellectual Disabilities</b>	<b>Learning Disabilities</b>	<b>Severe Disabilities</b>
EDUC 607 Research for Today's Schools (3)	EDUC 608 Nature and Needs of Gifted and Talented Students (3)	EDUC 608 Nature and Needs of Gifted and Talented Students (3)	EDSP 670 Characteristics of Learners with Emotional and Behavioral Disabilities (3)	EDSP 680 Characteristics of Individuals with Intellectual Disabilities (3)	EDSP 690 Specific Learning Disabilities (SLD): Nature and Needs (3)	EDSP 610 Characteristics of Students with Severe Disabilities (3)
EDSP 600 Applied Behavior Analysis (3)	EDUC 609 Introduction to Curriculum and Instruction for Gifted and Talented Students (3)	EDUC 609 Introduction to Curriculum and Instruction for Gifted and Talented Students (3)	EDSP 671 Methods/Procedures for Learners with Emotional and Behavioral Disorders (3)	EDSP 681 Methods for Teaching Students with Intellectual Disabilities (3)	EDSP 691 Instructional Procedures for Students with Learning Disabilities (3)	EDSP 615 Instruction of Students with Severe Disabilities (3)
EDSP 630 Single-case Research (3)	EDSP 690 Specific Learning Disabilities (SLD): Nature and Needs (3)	EDSP 670 Characteristics of Learners with Emotional and Behavioral Disabilities (3)	EDSP 635 Advanced Topics in Special Education (3)	EDSP 635 Advanced Topics in Special Education (3)	EDSP 635 Advanced Topics in Special Education (3)	EDSP 620 Language and Communication Skills for Students with Severe Disabilities (3)
EDSP 606 Instructional Design in Special Education (3)	EDSP 691 Instructional Procedures for Students with	EDSP 671 Methods/Procedures for Learners with Emotional and	EDSP 697 Practicum in Special Education (3)	EDSP 697 Practicum in Special Education (3)	EDSP 697 Practicum in Special Education (3)	EDSP 635 Advanced Topics in

	Learning Disabilities (3)	Behavioral Disorders (3)				Special Education (3)
<b>Curriculum by Category*</b>						
<b>Core Courses</b>	<b>Twice-exceptional (Gifted and Talented/Learning Disabilities)</b>	<b>Twice-exceptional (Gifted and Talented/Emotional Disabilities)</b>	<b>Emotional Disabilities</b>	<b>Intellectual Disabilities</b>	<b>Learning Disabilities</b>	<b>Severe Disabilities</b>
EDSP 640 Behavior Management (3)	EDSP 697 Practicum in Special Education (3)	EDSP 697 Practicum in Special Education (3)				EDSP 697 Practicum in Special Education (3)
EDSP 641: Comprehensive Assessment for Exceptional Learners (3)						

\* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

**Total Credit Hours Required**

**30-33**

**Course Descriptions for New Courses**

<b>Course Name</b>	<b>Description</b>
<b>EDSP 600 Applied Behavior Analysis (3)</b>	Applied behavior analysis is a branch of behavior analysis devoted to the understanding and improvement of human behavior. This course teaches students how to apply basic principles and concepts of behavior analysis to produce effective, ethical, and socially significant change in the behavior of individuals they support. Topics include how to select, identify, and effectively use reinforcers; how to manipulate reinforcement schedules and dimensions of reinforcement to produce the desired effects on behavior; and how to assess the functions of behavior and develop function-based interventions.
<b>EDSP 606 Instructional Design in Special Education (3)</b>	Teachers in the schools need more ways to reach all of their students. This course will help the in-service teacher to learn more about Instructional Design through Differentiated Instruction and applying Universal Design principles. The framework of this class is based on the multiple means of representing information, multiple means of expressing knowledge, and multiple means of engagement in learning.
<b>EDSP 610 Characteristics of Students with Severe Disabilities (3)</b>	This course explores basic concepts and issues that pertain to persons with severe disabilities, including those with intellectual disability, autism spectrum disorder, and multiple disabilities who exhibit extensive or pervasive support needs. Psychological, historical, and medical implications of these disabilities are addressed.
<b>EDSP 615 Instruction of Students with Severe Disabilities (3)</b>	This course focuses on current best practices in curriculum and methods for students with moderate to severe disabilities. Specific strategies for teaching students with moderate to severe disabilities, general strategies for working with diverse groups of students in inclusive settings, and methods for adapting the general education curriculum to include students with moderate to severe disabilities are addressed.
<b>EDSP 620 Language and Communication Skills of Students with Severe Disabilities (3)</b>	This course introduces candidates to augmentative and alternative communication (AAC) for individuals with severe speech and language impairments. In addition, the knowledge and skills needed to assess the potential AAC user, make team decisions, develop and implement instruction, and evaluate the effects of instruction, aimed at motivating, building, and expanding communication, choice-making, and social interaction, are addressed.
<b>EDSP 630 Single-case Research (3)</b>	This class focuses on in-depth study of single-subject research methods including data collection, research designs, data display and analysis, and writing research proposals using single-subject methodology.
<b>EDSP 635 Advanced Topics in Special Education (3)</b>	This course provides a critical examination of current issues surrounding the field of special education, including instructional methodologies, latest research, legislation and policy, case law, high stakes exams, over-representation of minorities in special education, and teacher shortages.

<b>EDSP 697 Practicum in Special Education (3)*</b>	Supervised field experience requiring a minimum of 60 hours of special education services provided to students with disabilities in the chosen concentration area (Twice- Exceptional, Emotional/Behavioral Disorders, Intellectual Disabilities, Learning Disabilities, or Severe Disabilities). Related seminars address timely issues in special education; integrating research-based practices in the classroom; and community resources.
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\* Practica will include online discussion forums, written assignments, and other various assessments. Live observations of teachers in their practica will be conducted via various technologies and/or videotaped demonstrations of lessons.

**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full-time or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Assistant Professor	Full-time	EDSP 600 Applied Behavior Analysis (3), Spring  EDSP 610 Characteristics of Students with Severe Disabilities (3), Summer  EDSP 615 Instruction of Students with Severe Disabilities (3), Summer  EDSP 620 Language and Communication Skills for Students with Severe Disabilities (3), Spring  EDSP 630 Single-case Research (3), Spring	Ph.D. in Special Education (University of North Carolina at Charlotte)  Special Education Moderate to Severe/Profound Disabilities, including Autism  Board Certified Behavior Analyst-Doctoral Level	Program Coordinator of Special Education

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full-time or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
		EDSP 640 Behavior Management (3), Fall		
Assistant Professor	Full-time	EDSP 606 Instructional Design in Special Education (3), Spring  EDSP 670 Characteristics of Learners with Emotional and Behavioral Disabilities (3), Summer  EDSP 671 Methods/Procedures for Learners with Emotional and Behavioral Disorders (3), Summer  EDSP 690 Specific Learning Disabilities	Ph.D. in Special Education (University of Washington)  Special Education Mild to Moderate (Emotional Behavioral Disorders and Learning Disabilities)	

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full-time or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
		(SLD): Nature and Needs (3), Fall  EDSP 635 Advanced Topics in Special Education (3), Fall  EDSP 691 Instructional Procedures for Students with Learning Disabilities (3) Summer  EDSP 697 Practicum in Special Education (3), Spring		
Associate Professor	Part-time	EDSP 641: Comprehensive Assessment for Exceptional Learners (3), Spring  EDSP 692 Foundations and Services for Exceptional Learners (3), Fall	Ph.D. in Special Education (Indiana University-Bloomington)  Emotionally Impaired K-12, Elementary Education K-8; Math Education K-9	

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full-time or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Assistant Professor	Part-time (teaches full-time in Middle Level and Gifted Education)	EDUC 608 Nature and Needs of Gifted and Talented Students (3), Summer  EDUC 609 Introduction to Curriculum and Instruction for Gifted and Talented Students (3), Summer	Ph.D. in Curriculum & Instruction  Middle School 6-8 (Language Arts and Social Studies)	Developed the two classes in Gifted and Talented, which were recently approved by CHE/DOE
*Associate Professor (beginning 2015-2016)	Full-time	EDSP 680 Characteristics of Individuals with Intellectual Disabilities (3), Summer  EDSP 681 Methods for Teaching Students with Intellectual Disabilities (3), Summer	Ph.D. in Special Education (University of North Carolina at Charlotte)  Special Education, Moderate to Severe/Profound, Transition/Postsecondary	

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full-time or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
		EDSP 697 Practicum in Special Education (3), Fall  EDSP 606 Instructional Design in Special Education (3), Spring		
*Assistant/ Associate Professor	Full-time	Unknown, but it would be expected that the new hire will be qualified to teach needed core and concentration courses	Unknown	Anticipated hire contingent on enrollment, beginning 2018-2019
Professor	Part-time (Teaches full-time in Educational Foundations)	EDUC 607 Research for Today's Schools (3), Fall, Spring	Ph.D. in Teacher Education – The Ohio State University	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty – 3.00

Staff – .33

Administration - .14

### Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
<b>Administration</b>						
2015-2016	0	0.00	1	0.14	1	0.14
2016-2017	0	0.00	1	0.14	1	0.14
2017-2018	0	0.00	1	0.14	1	0.14
2018-2019	0	0.00	1	0.14	1	0.14
2019-2020	0	0.00	1	0.14	1	0.14
<b>Faculty</b>						
2015-2016	1	0.43	5	1.29	6	1.71
2016-2017	0	0.00	6	2.71	6	2.71
2017-2018	0	0.00	6	2.86	6	2.86
2018-2019	1	0.57	6	2.43	7	3.00
2019-2020	0	0.00	7	3.00	7	3.00
<b>Staff</b>						
2015-2016	0	0.00	1	0.33	1	0.33
2016-2017	0	0.00	1	0.33	1	0.33
2017-2018	0	0.00	1	0.33	1	0.33
2018-2019	0	0.00	1	0.33	1	0.33
2019-2020	0	0.00	1	0.33	1	0.33

### Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Kimbel Library is a small academic library with holdings of over 240,000 items in all formats and subscribes to over 30,000 serials and proceedings. Library holdings are accessed through the library catalog; online citation, abstracting, full-text and reference resources; an A-Z list of online resources; and a discovery layer that provides single-search capability for all library resources. Reference services are available all hours the library is open via in-person consultation, chat, email or phone. Course-integrated library instruction is available to all academic departments; instruction sessions conform to ACRL information literacy standards and focus on information resources to facilitate self-directed discovery and lifelong learning.

In addition, the M.Ed. in Special Education program will receive support from the Coastal Office of Online Learning (COOL), which was formed to advance and support the University's ability to offer high-quality and high-value online courses and programs targeting in-demand content areas aligned to the academic strengths of the University. COOL is charged with the following:

- 1) Coordinating development of new online courses and programs by analyzing regional and national trends, consulting with academic departments, and managing development grants and other incentives.
- 2) Promoting high-quality online course design and teaching practices through collaborative development of academic and administrative policies with the university Distance Learning Committee, as well as professional development services and quality assurance protocols managed by the Center for Teaching Excellence to Advance Learning.
- 3) Advancing online learning resources and facilities by collaborating with academic units, the University Distance Learning Committee and Information Technology Services.
- 4) Marketing the *Coastal Online* brand and its programs by collaborating with the Office of University Communications, the Office of Admissions, and the Office of Graduate Studies, as well as academic units.
- 5) Coordinating the support of online learners through orientations conducted by the Office of Admissions, advising services provided by academic units, and technical support offered by Student Computing.
- 6) Providing help-desk services to online instructors using the university's learning management system (Moodle).

## **Quantitative Analysis of Library Holdings**

**Monographs.** A query of the Library's catalog was conducted to search available titles that support the proposed special education curriculum. Eighteen subject areas relevant to the program were identified in education psychology, special education and education relating to specific disabilities, social and public welfare, U.S. law, internal medicine and pediatrics.

The Library owns 1057 titles to support the Special Education – Multi-categorical Disabilities major. Print materials make up 81% of this collection.

Quantitatively, the collection is strongest in Developmental Psychology representing almost half (45%) of the collection but only 5% of these 481 titles are considered "core" for this subject area. Special education, education of children with disabilities and mental disorders of children and adolescents also high titles counts but low percentages of core titles held.

Kimbel Library owns, on average, 33% of the core titles recommended by *RCL* in the call number ranges relevant to special education. This is higher than the overall library average of roughly 20% core title coverage.

In addition to the owned content enumerated above, Kimbel Library provides access to over 80,000 eBooks via the ebrary Academic Complete collection. Ebrary titles are not included in library holdings as content is subscribed vs. owned and titles are added and deleted each month. As of this report date, ebrary has 552 titles in the call number ranges relevant to special education. The Library also subscribes two streaming video resources that cover all academic

areas. *Films on Demand* and *VAST: Academic Video Online* currently includes over 2000 films relevant to the special education. Kimbel Library is a member of PASCAL (Partnership Among South Carolina Academic Libraries) which offers a rapid delivery system for books and other library materials among member libraries. This enables the Coastal Carolina University patron community to request materials from any academic library in South Carolina and receive them in Kimbel Library in 1-3 days.

A quantitative comparison of the Library's serials holdings was compared against core serials in the Ulrich's Serials Analysis System (USAS), which compares total periodical holdings with a recommended core list of periodicals for libraries using general subject headings. Special Education and Rehabilitation is a subset of Ulrich's Education classification<sup>1</sup>. The subscribed 99 core serial holdings in Special Education make up 43% of core serials holdings; 37 (or 37%) of Special Education titles have an ISI impact factor, a measure of citation frequency. Overall, the Library subscribes to over one-third of core journal titles in the listed subject areas.

### **Qualitative Analysis**

**Age of collection.** The average publication date of special education monographs is 1990 as print monographs make up 81% of special education titles. The average age of media (audio-visual) and eBooks are more recent (2003 and 2005, respectively): 87% of media and nearly 100% of eBooks in the collection are dated year 2000 or later. Over half (66%) of the collection has a publication date prior to 2000. The education collection was updated in 2011 when the library worked with education faculty to assess the education collection, update holdings, and add core titles. This effort is reflected in the relative currency of titles in the call number ranges for education.

It is estimated that approximately \$10,000 over the next five (5) years will be necessary to update and sustain materials and resources in the Kimble Library in order to meet the needs of this program.

### **Student Support Services**

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Various existing support services are in place for candidates, including library services and technology support (e.g., main help desk, student computing services, and Moodle resources). Since these services are already in existence, there will be no additional costs.

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<sup>1</sup> Note: Ulrich's Serials Analysis System subject headings differ from Library of Congress Subject Headings.

### Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

Prince Hall houses the Spadoni College of Education. All classrooms are connected to the internet and have Smart board/Promethean technology. In addition, two computer labs, an online broadcasting facility, and a recording studio for faculty use are housed within the College. The existing physical plant is sufficient to support this proposed program. One additional office space will be required for a new tenure track faculty member (Fall 2015), and potentially an additional office space will be needed if a new tenure track faculty is hired in 2018. No additional equipment will be necessary to support the new program that would not already be sought for normal research and instructional practice.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

### Financial Support

Estimated New Costs by Year						
Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Program Administration (1)	\$9,971	\$10,170	\$10,374	\$10,581	\$10,793	\$51,888
Faculty and Staff Salaries (2)	\$139,032	\$220,063	\$234,953	\$259,245	\$262,705	\$1,115,999
Graduate Assistants	\$0	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$1,500	\$0	\$0	\$0	\$1,500
Facilities	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$500	\$500	\$500	\$500	\$500	\$2,500
Library Resources	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
Other*	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	\$151,503	\$234,233	\$247,827	\$272,326	\$275,998	<b>\$1,181,887</b>
Sources of Financing						
Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Tuition Funding	\$86,335	\$263,047	\$271,124	\$276,635	\$281,617	\$1,178,759
Program-Specific Fees	\$0	\$0	\$0	\$0	\$0	\$0
State Funding (i.e., Special State Appropriation)*	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds*	\$0	\$0	\$0	\$0	\$0	\$0
Federal Funding*	\$0	\$0	\$0	\$0	\$0	\$0
Other Funding*	\$65,168	\$0	\$0	\$0	\$0	\$65,168
<b>Total</b>	\$151,503	\$263,047	\$271,124	\$276,635	\$281,617	<b>\$1,243,926</b>
<b>Net Total</b> (i.e., Sources of Financing Minus Estimated New Costs)	-\$0	\$36,186	\$30,817	\$13,896	\$13,442	<b>\$62,039</b>

\*Provide an explanation for these costs and sources of financing in the budget justification.

### **Budget Justification**

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

Notes:

- (1) Program administration based on .10 of Director's salary plus 28% fringe for year one. Years 2-5 are based on a 2% increase
- (2) 28% Fringe Benefits included with faculty and clerical/support salaries. Years 2-5 are based on a 2% increase.

Beginning with the 2015-2016 academic year, the University will have three full-time tenure-track faculty in special education. The University projects to identify an additional faculty member in special education for the 2018-2019 academic year based on projected enrollment. Additional support to the University library is projected at an annual expenditure of \$2,000 (5 years @ \$2,000 = \$10,000). Costs for the program will be covered by student tuition. No additional funds for this program are being requested from the state. To cover the shortfall for the first year of the program, "Other Funding" for the program will be made up through existing expenses already incurred by the University and through the growth in enrollment. Coastal Carolina University has experienced 83% growth over the past ten years and expects to continue growing at a rate of 2-3% per year going forward. The funds necessary for this program will become part of the regular budget.

## Evaluation and Assessment

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

The Professional Education Unit at Coastal Carolina University (CCU), including the current M.Ed. in Learning and Teaching program, is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and recognized by the South Carolina Department of Education (SCDE). All NCATE and state standards were met as a result of the Fall 2011 onsite visit by NCATE and SCDE. The next CAEP visit is scheduled for Fall 2018. In 2015 the university's accreditation by the Southern Association of Colleges and Schools (SACS) was reaffirmed. The proposed Master of Education in Special Education will meet the accreditation requirements, including performance assessments, required by NCATE/SCDE.

Annual reports are required for the University (i.e., SACS/COC), NCATE/CAEP accreditation, and the College (i.e., CEC SPA reports). For each report, the program faculty members analyze the data, interpret the results, and discuss the findings of each assessment in regards to impact on the program (e.g., curriculum, scope and sequence) and candidate improvement.

**This new program will not lead to initial teacher licensure.**

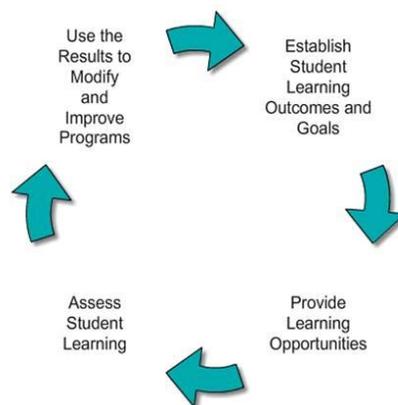
Program assessment comes from two major sources. First, candidates' learning will be assessed through course assignments and the assessments described in this proposal that are required to meet CEC accreditation requirements. The second set of assessment tools uses information from student course evaluations, and faculty produced surveys exploring information derived from various data sources.

### Explanation of How Assessment is Used to Make Changes to Program

Coastal Carolina University currently uses the following process for assessment:

Figure 1:

#### Assessment Cycle for Continuous Improvement



This system of continuous improvement is the foundation for reviewing assessment outcomes at the College level. The College has a formal review process. The Plan for Programmatic Assessment is analyzed by program faculty to inform improvement in the curriculum, instruction, assessment, policy and procedures components of the M.Ed. in Special Education Program. There is a College schedule outlining activities comprising the continuing improvement process derived from various assessments that are ongoing throughout the academic year. The goals, objectives, and logistics of plans derived from assessments are stored in a university-wide assessment system (TEAL Online). In addition, relevant Praxis exam pass rates will be analyzed.

Employment data will be tracked through the Office of Clinical Experiences and Educator Licensure. Surveys will be administered to graduates and to school districts to gather data on graduate satisfaction, alumni satisfaction, employer satisfaction, and graduation rates.

**Student Learning Assessment**

<b>Expected Student Learning Outcomes</b>	<b>Name of Assessment</b>	<b>Form or Type of Assessment</b>	<b>CEC Standards Alignment</b>
Candidates will be able to demonstrate knowledge of special education principles, theories, laws, policies, and ethical practice in the comprehensive delivery of services to individuals with exceptional learning needs associated with emotional, intellectual, learning, or severe disabilities.	PRAXIS	State licensure test: Special Education (in chosen concentration area)	CEC Standard 1: 1.1, 1.2 CEC Standard 2: 2.2, 2.3 CEC Standard 4: 4.1, 4.2 CEC Standard 5: 5.1, 5.3, 5.5, 5.6 CEC Standard 6: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6
Candidates will be able to conduct and evaluate classroom-based research that can be disseminated in their schools, district, and for professional audiences through publications and presentations.	Single-case Research Proposal	Candidates conduct a literature review and develop a research proposal for a study using single-subject methodology.	CEC Standard 1: 1.2 CEC Standard 2: 2.2, 2.3 CEC Standard 4: 4.4 CEC Standard 5: 5.6 CEC Standard 6: 6.1 CEC Standard 7: 7.1, 7.2, 7.3

<p>Candidates will be able to design and implement effective lessons using various technologies based on knowledge of students, curricula, and best pedagogical practices.</p>	<p>Universal Design for Learning Lesson Plan</p>	<p>Candidates develop and implement a lesson plan based on their state's curriculum standards for a specific grade and subject in their chosen concentration area. Plan is based on the principles of Universal Design for Learning and includes pre- and post-assessment data to document effectiveness of their instruction on student learning outcomes.</p>	<p>CEC Standard 1: 1.1          CEC Standard 3: 3.1, 3.2, 3.3          CEC Standard 5: 5.1, 5.2, 5.7</p>
<p>Candidates will be able to select, conduct, and interpret appropriate assessments for purposes of identification, eligibility determination, instructional planning, evaluation, and collaborative decision- making appropriate for individuals with disabilities or dual diagnoses.</p>	<p>Positive Behavioral Interventions and Supports Project</p>	<p>Field-based project where candidates identify a challenging target behavior to address (based on functional behavioral assessment) and design and implement an intervention based on the principles of positive behavioral intervention and support.</p>	<p>CEC Standard 1: 1.2          CEC Standard 2: 2.1, 2.2, 2.3          CEC Standard 4: 4.1, 4.2, 4.3          CEC Standard 5: 5.2, 5.5          CEC Standard 6: 6.5          CEC Standard 7: 7.2</p>
<p>Candidates will be able to effectively review and utilize current research in the field to improve teaching and student outcomes.</p>	<p>Evidence-based Intervention Paper</p>	<p>Candidates identify a specific behavioral or academic deficit for a student with disabilities in their chosen concentration area. Candidates identify an intervention that may be implemented to address the student's learning needs; conduct a literature review to support the intervention; and</p>	<p>CEC Standard 5: 5.1, 5.6</p>

		develop a manuscript that describes the intervention and its potential use based upon evidence from the literature.	
Candidates will be able to select, conduct, and interpret appropriate assessments for purposes of identification, eligibility determination, instructional planning, evaluation, and collaborative decision-making appropriate for individuals with disabilities and dual diagnoses.	IEP Project	Candidates review assessment information and develop an IEP using software approved by the state for a student with a disability.	CEC Standard 1: 1.2 CEC Standard 4: 4.1, 4.2, 4.3 CEC Standard 5: 5.2, 5.5 CEC Standard 6: 6.5 CEC Standard 7: 7.2

**Student Learning Assessment**

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

**ANTICIPATED TIMELINE OF ACCREDITATION**

To meet the Council for Exceptional Children (CEC) expectation for traditional preparation programs, the M.Ed. in Special Education will demonstrate alignment with CEC preparation standards and submit a CEC performance-based review. With a Spring 2017 submission, it is anticipated that the program will receive recognition by Fall 2017. The program will submit data that represent two applications of the key assessments aligned with the current CEC standards.

Month	Document Submitted	Document Received	Accrediting Body	Person(s) Responsible
May 1, 2015	Submission of Intent	N/A	CHE	Dr. Susan Flynn
June 1, 2015	Application	N/A	CHE	Dr. Susan Flynn
November/2015	N/A	Notification of Initial Approval	CHE	Dr. Edward Jadallah Dr. Susan Flynn
December/2015	Program Proposal	N/A	SC Office of Educator Preparation	Dr. Rachel Harvey Dr. Susan Flynn
July 2016	N/A	Notification of State Approval	SC Office of Educator Preparation	Dr. Rachel Harvey Dr. Susan Flynn
Spring 2017	SPA National Recognition Report	N/A	Council for Exceptional Children (CEC)	Dr. Susan Flynn
Fall 2017	N/A	CEC Notification of Approval	Council for Exceptional Children	Dr. Susan Flynn

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

It is expected that students who successfully complete the M.Ed. in Special Education program will qualify for licensure at the Master's level in one of the concentration areas. It is not an initial licensure program. Coursework in each of the concentrations were approved by the SCDE and meet the current requirements for licensure in each area. In addition, concentration coursework is aligned with Praxis exam content.

### **Teacher or School Professional Preparation Programs**

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification:

Emotional Disabilities;  
Intellectual Disabilities;  
Learning Disabilities; or  
Severe Disabilities

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

The M.Ed. in Special Education is aligned with CEC preparation standards and will be submitted for approval through the CEC performance-based review.

## CEC Preparation Standards and Key Assessments

<b>Learner Development and Individual Learning Differences</b>
<i>1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</i>
<b>Key Elements</b>
1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
<b>Learning Environments</b>
<i>2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</i>
<b>Key Elements</b>
2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
<b>Curricular Content Knowledge</b>
<i>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</i>
<b>Key Elements</b>
3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.
<b>Assessment</b>
<i>4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</i>
<b>Key Elements</b>
4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2 Beginning special education professionals use knowledge of measurement principles and

practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
<b>Instructional Planning and Strategies</b>
<i>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies<sup>6</sup> to advance learning of individuals with exceptionalities.</i>
<b>Key Elements</b>
5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities
5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
<b>Professional Learning and Ethical Practice</b>
<i>6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</i>
<b>Key Elements</b>
6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring
6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.
<b>Collaboration</b>
<i>7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community</i>

<i>agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</i>
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<b><i>Key Elements</i></b>
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7.1 Beginning special education professionals use the theory and elements of effective collaboration.
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7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
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7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
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**New Program Proposal  
 Master of Science in Information Systems Technology  
 with a Concentration in Security and Analytics  
 Coastal Carolina University**

**Summary**

Coastal Carolina University requests approval to offer a program leading to the Master of Science in Information Systems Technology with a Concentration in Security and Analytics, to be implemented in Spring 2016 through online instruction. The following chart provides the stages of review for the proposal. The Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. Committee questions, institutional responses, and the program proposal are enclosed.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Planning Summary received and posted for comment	5/15/14	Not Applicable
Program Planning Summary considered by ACAP through electronic review	7/30/14	N.B. The following comments were in response to the original Program Summary titled <i>Information and Security Analytics</i> (2014). The official application, <i>Information Systems Technology with a Concentration in Security and Analytics</i> , includes helpful revisions (2015).  <u>Comments and questions from ACAP members</u> <ul style="list-style-type: none"> <li>• The importance of security issues warrants this type of degree.</li> <li>• Is the balance of core, elective, and thesis coursework adequate to cover the complexity of the subject?</li> <li>• The College of Charleston representative noted that the College offers a specialization in Cybersecurity within the M.S. in Computer and Information Science and has recently created a 12 credit graduate certificate of Cybersecurity.</li> </ul>
Program Proposal Received	5/1/15	Not Applicable
ACAP Consideration	6/11/15	ACAP members discussed the need for the proposed program. The representative from USC Columbia stated the following: <ul style="list-style-type: none"> <li>• USC Columbia is moving into this field of data analytics, and has a certificate already in Cybersecurity Studies).</li> <li>• USC faculty are concerned that there is no mention of graduate courses in the field.</li> <li>• USC also operates the IBM Center for Innovation which includes data analytics and believes the proposal should include these.</li> </ul>

Stages of Consideration	Date	Comments
Comments and suggestions from CHE staff sent to the institution	6/17/15	Staff requested the following revisions or explanations: <ul style="list-style-type: none"> <li>• The change of name of the proposed degree</li> <li>• Credit hour requirements for elective courses and clarification of the concentration</li> <li>• Components of external programmatic assessments</li> <li>• The role of CSCI courses in the student learning assessment process</li> <li>• Course titles that explain components of the curriculum taught or to be taught by individual faculty members.</li> </ul>
Revised Program Proposal Received	6/25/15	The revised proposal satisfactorily addressed the requested revisions.
CAAL Consideration	7/15/15	CAAL comments and requests for clarification: <ul style="list-style-type: none"> <li>• Tuition in-state vs. out-of-state and online attendance vs. brick-and-mortar attendance</li> <li>• Asynchronous delivery facilitating skills growth.</li> <li>• Security <i>and</i> Analytics necessitate program breadth. Is depth in either compromised?</li> <li>• Plans for external reviewers from <i>both</i> fields</li> <li>• Future offering as a joint MS-MBA degree.</li> <li>• Compliments to the CCU Office of Institutional Research for the Assessment of Need.</li> <li>• Thorough student learning outcomes assessment is present; more external programmatic assessment is encouraged.</li> <li>• Program ranking among regional or national competitors.</li> <li>• The College of Charleston offers similar studies.</li> </ul> Responses from Coastal Carolina University: <ul style="list-style-type: none"> <li>• Rates will remain in-state for in-state students and out-of-state for out-of-state students.</li> <li>• Professors remain available asynchronously.</li> <li>• Course meetings, group projects, and senior these include synchronicity to cultivate team-building.</li> <li>• The program remains more focused than a Masters in Computer Sci. or in Info. Systems.</li> <li>• ABET accreditation facilitates external advisory through the faculty's external contacts.</li> <li>• MS-MBA collaborations have begun already through cross registration in Digital Forensics and Security, Data Analytics, and the MBA certificate in Fraud.</li> <li>• Direct measures are evident; indirect measures such as external assessment through advisory boards will be implemented.</li> <li>• The proposed program differs from the College of Charleston Master of Computer Science degree offered in Security only and the CofC graduate certificate in Cybersecurity.</li> <li>• This program is <i>unique</i>, with few if any known direct competitors with one degree offering both fields.</li> </ul>

**Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Master of Science in Information Systems Technology with a Concentration in Security and Analytics, to be implemented in Spring 2016.

***Institutional Responses to Commissioner Questions  
about Program Proposals considered at the July 15, 2015 CAAL meeting***

**Coastal Carolina University, M.S., Information Systems Technology**

1. ***Recruitment area and tuition: Given the program is 100% online, will you recruit and or accept applicants from outside your nominal service area? If so have you accurately estimated the cost and time for authority to recruit? Will you charge different tuition for in area, out of area and will the online tuition be different from residential tuition?***

Response: Currently, Coastal is accepting applications from qualified students in 25 states for online programs ( <http://www.coastal.edu/online/authorizations.html> ). We are hopeful that this base will expand with the State Authorization Reciprocity Agreement (SARA). However, we have sufficient interest within our undergraduate population to meet most of our enrollment goals for this program. We are confident that, with additional recruiting within our student body and existing authorized states, we will meet our goals. Coastal does not currently charge online tuition at other than our regular tuition. Any such pricing would be approved by the Board of Trustees and would be based on market analysis and cost of offerings.

2. ***Synchronous delivery (similar to a question in the previous Program request): Will you require some form of synchronous attendance to achieve student collaboration? Please explain who will determine and what factors will be considered in deciding how much of the course will be synchronous... will these times be proscribed before course enrollment? Will attendance be taken? Will a minimum attendance record be required?***

Response: The actual course delivery will be completely asynchronous, in order to provide maximum flexibility to the enrolled students, regardless of their work schedules, time-zones, etc. However, office hours would be available both synchronously *and* asynchronously, to accommodate both types of students (some on campus), and student collaboration will occur as students, themselves, determine for project completion. These parameters would be made available to students before enrollment in the program, and explicitly explained prior to each course. As far as attendance requirements, the program would follow CCU's existing policies in the online area in which students are required to log in and respond within the first week, and on time completion of all online homework, exams, projects, and other requirements constitutes attendance. Distance learning courses must require an initial online submission within the session drop/add period (first week). Students who do not submit may be dropped from the roster. For reporting purposes, an absence in a distance learning course is operationally defined as a missed online submission deadline – such as a quiz, assignment, or discussion post (ACAD 133). Likewise, considering the financial aid area, the same practice of timely submission of assignments, taking quizzes, and logging into the CMS site for regular work, etc. would constitute attendance for their purposes as well.

3. ***Purpose, Pg 4.... In addition to skills of design, implement and evaluate will students be capable of or certified for the operation of a company's IT systems?***

Response: Yes. Given appropriate prior undergraduate training and provided the students can demonstrate they are capable/skilled enough to design, implement and evaluate such systems, students should be capable of operating a company's IT systems from the security and analytics applications perspective. They may also apply for appropriate certifications.

***Institutional Responses to Commissioner Questions  
about Program Proposals considered at the July 15, 2015 CAAL meeting***

- 4. Scope a breadth of program, Pg12... security and analytics are two completely different fields. Other programs deal with each individually. Please explain how a graduate of this program will have sufficient depth to be functional in both fields... might they not only be half prepared in each field?**

Response: While the proposed master's program is not as broad as, for example, the MS in Computer Science or in Information Systems or in information Technology, specifically, this new program deals with two important and growing sub fields: security and analytics. While the core and elective courses will adequately prepare graduate students to be successful in these areas, students who want to be more expert in security or in analytics can pursue their capstone electives or thesis in any one of the two areas.

In addition, the fields of security and privacy are synergistic. The next generation of security, privacy and forensics applications heavily depends on the analytics, most especially on big data analytics. At the same time, security for the analytics and cloud/sensor-based big data analytics infrastructure is a big problem in the industry as well and requires particular attention.

Admission criteria and the UG preparation as indicated in page 8 of the proposal should ensure that the students are well prepared to be successful in the areas of security *and* analytics. Admission criteria for this program are similar to those for other graduate programs at CCU. However, for Undergraduates (UG) with non-CS/IS/IT majors, UG course credits (equivalent to the required coursework for CCU UG CS/IS/IT Majors) in: (a) Computer Networks or Information Security, (b) Programming or Web Development, (c) Database Design or SQL Development, and (d) Elementary Statistics or Business Statistics are required. Such students may come from other Science/Math/Business majors, perhaps with a minor in CS/IS/IT, or they may have related work experience. If the prospective student doesn't have the above UG credits but all other admission criteria are satisfactory, the student can be accepted on a probationary basis with the condition that the student needs to obtain undergraduate credits with grades of 'C' or better in the above mentioned courses prior to taking any graduate coursework for the program.

- 5. Capacity to build program, Pg13... with the need for 15 new courses, describe the departments capacity to build all new courses such that they are effective and meet student timelines.**

Response: The Coastal Office of Online Learning (COOL) supports and has invested in the development of the online courses, which are Quality Matters (QM) certified via the requirements of a COOL grant. Four faculty are involved in the development of these courses and have been provided adequate time and funding to facilitate this development. Some of these courses are already being taught this summer to the students in other graduate programs, as elective courses. Therefore, the courses are already built and ready for delivery.

- 6. Resources Pg17 (same question as the above program request) ... to what degree will this new program add to use of on line teaching resources (i.e., – will this be a significant addition, and if so does the school have proven capacity for effective delivery?)**

Response: CCU has a significant investment in the online teaching resources through the Coastal Office of Online Learning (COOL) programs. Though this new program is 100% online and a significant addition to online teaching resources, the school has enough current capacity for the effective delivery of the first five years of the program.

***Institutional Responses to Commissioner Questions  
about Program Proposals considered at the July 15, 2015 CAAL meeting***

- 7. External Program review, Pg20 .... Success of this program will depend on a close coupling of course content with industry needs. Please describe the method and frequency of external review of the program to include both the discipline of security and analytics.**

Response: We will extend our existing external review board (that we already have in place at the undergraduate level for ABET accreditation purposes). Preliminarily, we will meet twice per year for the first four years of this new program, to ensure that we can adapt to any required changes rapidly, and then, afterwards, we will move back to a once per year model, as we already follow for the undergraduate programs. We will solicit membership to this committee based on contacts that our faculty have in the respective disciplines of security and analytics.

- 8. Certifications, Pg 22... the proposal suggests that there are a number of certificates that graduates could earn, but that none will be required for graduation. None the less will certificate achievement be tracked as a measure of program relevance and success?**

Response: While certification such as CISSP or CAP would not be required for graduation, achievement of those certificates by the students in the program could be tracked as a measure of program relevance and success. This can easily be added to our current assessment plan.

- 9. Assessment of Need – Observation – Excellent data provided by the survey conducted by CCU Office of Institutional Research, Assessment and Analysis.**

Response: Looks like it is an observation/comment and not a question. Thanks for the compliment.

- 10. - References include the SC Department of Employment and Work 2013 report, the SC Department of Labor and Workforce demand data and the Bureau of Labor Statistics 2013 report. All are excellent resources and clearly show the need. Have you/will you work closely on programmatic needs with any particular businesses and industries in the area as USC Columbia partnered with IBM when they set up the IBM Center for Innovation?**

Response: We have currently not identified a single contact in our area with which to collaborate, but we will work closely with the various security and analytics companies in the Horry-Georgetown area and other nearby counties in the state to identify and satisfy their technical skillset needs. In addition, we will actively seek out collaboration with national/global analytics and security companies to help identify their technical skillset needs.

- 11. How does the Career Services Center coordinate and communicate new programs like this with economic growth needs?**

Response: We are actively working with the Career Services Center for the internships/job opportunities for students in our undergraduate programs. This will continue for the proposed graduate program. The possibility of internships and early job placements should mirror what already occurs.

**Name of Institution**

Coastal Carolina University (CCU)

**Name of Program (include concentrations, options, and tracks)**

Master of Science in Information Systems Technology with Concentration in Security and Analytics

**Program Designation**

- Associate's Degree
- Master's Degree
- Bachelor's Degree: 4 Year
- Specialist
- Bachelor's Degree: 5 Year
- Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
- Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

**Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?**

- Yes
- No

**Proposed Date of Implementation**

Spring 2016

**CIP Code**

11.1003

**Delivery Site(s)**

Online Instruction

**Delivery Mode**

- Traditional/face-to-face\*  
\*select if less than 50% online
- Distance Education
  - 100% online
  - Blended (more than 50% online)
  - Other distance education

**Program Contact Information (name, title, telephone number, and email address)**

Sathish A.P. Kumar, Ph.D.  
College of Science  
Assistant Professor of Computer Science and Information Systems  
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843-349-2810

**Institutional Approvals and Dates of Approval**

Curriculum Committee	November 17, 2014
Graduate Council	December 3, 2014
Faculty Senate	February 4, 2015
Provost	February 09, 2015
President	February 10, 2015
Board of Trustees	May 09, 2014

## **Background Information**

### **State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)**

The curriculum proposed for this new Online M.S. degree includes the necessary theory and principles, as well as the application and practice, to meet the user's secure information service and data analytics needs. The proposed M.S. degree program will prepare graduates to design, implement, and evaluate secure technology systems and infrastructure, as well as to derive knowledge/decisions from collected information to solve real world problems. While the curriculum is targeted towards industry needs, graduates will also be encouraged to pursue further research in the areas of Information Security and Data Analytics. For students who have a well-rounded background in Application Development, Networking, Databases and Statistics, the program is designed such that the balance of core, elective, and capstone coursework will help prepare them to be experts in the areas of Information Security and Data Analytics. This program will be designed to allow a student with a Bachelor's Degree in a related field to complete this Online Master's Degree at CCU in approximately 18 months. This degree proposal directly supports CCU's mission to offer graduate programs of national and regional significance in Science and Business. It further supports the institution's mission by preparing knowledgeable, productive, and responsible graduates to contribute positively to the economic development of the region, in this case through the design and development of secure information services and by creating actionable insights from data through expert use of information services.

### **List the program objectives. (2000 characters)**

The mission of the proposed Online M.S. program in Information Systems Technology (IST) with Concentration in Security and Analytics is to prepare future leaders in the areas of Information Security and Data Analytics through critical examination of both academic and practical applications of various segments of the Information Security and Data Analytics industry. The faculty seeks to challenge, engage, and cultivate students in becoming skilled and knowledgeable Information Security and Data Analytics professionals. To that end, the program will prepare graduates to:

- 1) Engage with the IST (Information Systems Technology) professional or academic communities through superior communication and leadership skills to contribute to the knowledge bases of fields such as Information Security and Data Analytics.
- 2) Apply analytical approaches, critical thinking, and technical skills to a domain of work in the IST field, specifically Information Security and Data Analytics.
- 3) Explore and extend creative use of emerging Information System Technologies in a secure manner.
- 4) Analyze, evaluate, design and implement information services to enhance the value of information in a variety of professional and academic settings.
- 5) Derive and effectively communicate actionable insights from a vast quantity and variety of data.
- 6) Critically evaluate and manage information security policies, principles, processes, services and technologies to manage risks and security threats when applied to different IST settings, and evaluate the current state of IST infrastructure and architecture so as to design and implement solutions in order to ensure a *secure* IST infrastructure.

### Assessment of Need

**Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)**

There is a critical *shortage* of Information Security and Data Analytics specialists who can understand, develop, and maintain secure information infrastructure as well as convert the ever increasing data into valuable insights. The Bureau of Labor Statistics Occupational Outlook Handbook indicates about a 25% increase in demand for employment of Information Security/Data Analytics professionals over the next 10 years. Neighboring states such as AL, GA, NC and VA have few graduate programs in Information Security/Data Analytics/Information Systems/Information Technology. Currently, there are not any public institutions that offer a master's program specifically in Information Systems Technology or Information Security and Analytics in the state of South Carolina, although the Univ. of South Carolina (USC)-Columbia offers graduate courses in information security and data analytics as part of their graduate programs in Computer Science or graduate certificates in Information Security / Business Analytics. USC-Columbia has a Center for Information Assurance Engineering and, recently, USC-Columbia also has partnered with IBM to set up the IBM Center for Innovation, specializing in the areas of analytics and higher education industry solutions. Also, no public institution offers a master's program in *both* Information Security and Data Analytics outside of South Carolina. Therefore, the applicant pool is potentially much larger. In a recent survey conducted by CCU's Office of Institutional Research, Assessment and Analysis, 114 current undergraduate students representing a cross-section of several different majors responded, and about 21.1% (n=24) of those who responded expressed interest in pursuing this program. About 49.2% (n=56) of the respondents indicated they would at least consider pursuing this program, if it were available. Given the documented undergraduate student interest in the proposed M.S. program, based on this recent survey, it is logical to assume that, with the increase in the state's capacity to serve students in this discipline, some of CCU's out-of-state students would opt to remain in SC for graduate study and contribute to the state's intellectual capital. The program may also attract SC residents who currently seek degrees in adjacent states with higher capacity. This Online program will also be attractive to the working adults who wish to advance their knowledge and careers in Information Security and Analytics.

### Employment Opportunities

**Is specific employment/workforce data available to support the proposed program?**

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

<b>Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs</b>	<b>Employment Projection</b>	<b>Data Source</b>
Information Security Architects/Engineers	18,600	17% (Faster than avg.)	Bureau of Labor Statistics Occupational Outlook Handbook 2012-13
Chief Information Security Officers/Chief Data Officers/Top Executives	261,500	11% (Faster than avg.)	Bureau of Labor Statistics Occupational Outlook Handbook 2012-13
IT Security Analyst/Consultant	27,400	37% (Much faster than avg.)	Bureau of Labor Statistics Occupational Outlook Handbook 2012-13
Computer and Information Research Scientists/ Data Scientists	4,100	15% (Faster than avg.)	Bureau of Labor Statistics Occupational Outlook Handbook 2012-13
ETL Engineer/Data Warehouse Specialists/ BI Specialists/Developers	222,600	22% (Much faster than avg.)	Bureau of Labor Statistics Occupational Outlook Handbook 2012-13
Database Administrators/Architects	17,900	15% (Faster than avg.)	Bureau of Labor Statistics Occupational Outlook Handbook 2012-13

**Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)**

As per the South Carolina Department of Employment and Workforce report (2013), there is a strong growth predicted for Information Security and Analytics professionals in the state. As per this report, between 2012 and 2022, it is expected that the need for these professionals will increase by 20%. A recent search from CareerBuilder website/SC Works Online job banks indicates that South Carolina employers had a total of 318 unique, open, unfilled positions related to Information Security and 239 unique, open, unfilled positions related to Data Analytics. This number is expected to increase significantly, as the SC Department of Labor and Workforce projects a 20% increase in demand for employment of Information Security/Data Analytics professionals over the next decade. According to the Bureau of Labor Statistics (2013) report, overall expected national growth for the Information Security and the Data Analytics/ Scientist related occupations will be about 35% and 15%, respectively. Clearly, there is a need for this kind of training.

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

**Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.**

Not Applicable. Employment Opportunities table and the component that follows the table are completed on page 4.

**Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?**

Yes

No

**If yes, explain. (500 characters)**

CCU currently has about 320 undergraduate majors in Computer Science, Information Systems and Information Technology combined. It is anticipated that some of these existing students will likely select the new master's program to advance their education if it is a better fit for their interests, skills, and career goals. The proposed M.S. program will also likely interact with the existing graduate programs in Business offered at CCU with a possibility of future dual M.S.-MBA./M.S.-M.Acc. degree programs that offer interested students an opportunity to graduate with dual master's degrees. In short, the only impacts would be positive ones.

**List of Similar Programs in South Carolina**

<b>Program Name/Courses</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
Master of Science in Computer and Information Sciences	Program jointly offered by College of Charleston and Citadel (CofC-Citadel)	Cybersecurity and Information Systems related focus in the curriculum	CofC -Citadel graduate program is not an online program. Also, the curricular focus of the related program is not in the area of Data Analytics but in areas such as Computer Science and Software Engineering.
Graduate certificate in Cybersecurity	Program jointly offered by College of Charleston and Citadel (CofC-Citadel)	Cybersecurity related focus in the curriculum	Curricular focus of the CofC-Citadel program is not in the area of Data Analytics. Also, the program offered by CofC-Citadel is only a certificate program and not a full graduate program or a totally 100% online program.
Graduate certificate in Cybersecurity and Information Assurance	University of South Carolina at Columbia (USC-Columbia)	Cybersecurity related focus in the curriculum	Curricular focus of the USC-Columbia program is not in the area of Data Analytics. Also, the program offered by USC-Columbia is only a certificate program and not a full graduate program or a totally 100% online program.
Graduate certificate in Business Analytics	University of South Carolina at Columbia (USC-Columbia)	Analytics related focus in the curriculum	Curricular focus of the USC-Columbia program is not in the area of Information Security. Also, the program offered by USC-Columbia is only a certificate program and not a full graduate program or a totally 100% online program.
Graduate courses offered by USC in the area of Data Analytics	University of South Carolina at Columbia (USC-Columbia)	Graduate courses in a. Scientific/Data Visualization b. Data Mining and Warehousing c. Decision Support Systems d. Big Data Analytics	<i>Proposed CCU Courses:</i> Data Management and Analytics, Semantic Web Technologies and Data Fusion <i>Existing USC-Columbia Courses:</i> Machine Learning , Bayesian Networks and Pattern Recognition, Quantitative Methods in Business, CRM and Data Mining, Intelligent Information Systems Design for Business Decision Making, Neural Information Processing
Graduate courses offered by USC in the area of Information Security	University of South Carolina at Columbia (USC-Columbia)	Graduate courses in a. Digital Forensics b. Secure Networking c. Secure Software Development	<i>Proposed CCU Courses:</i> Secure Cloud Computing, Intro. to Cybersecurity and Information Assurance, Intelligence and Security Analysis, Security Patterns, Security Policy and Risk Assessment <i>Existing USC-Columbia Courses:</i> Information Security Principles, Intro. to Cryptography, Security and Privacy for Wireless Networks, Information Warfare, Secure Database Systems, Formal Methods in Computer Security, Distributed Systems Security

### Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-2016	15	135	18	164	N/A	N/A
2016-1017	30	269	31	282	N/A	N/A
2017-2018	33	301	31	283	N/A	N/A
2018-2019	34	302	32	284	N/A	N/A
2019-2020	34	303	32	285	N/A	N/A

**Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?**

- Yes  
 No

**If yes, explain. (1000 characters)**

Admission criteria for this program are similar to those for other graduate programs at CCU. However, for Undergraduates (UG) with non-CS/IS/IT majors, UG course credits (equivalent to the required coursework for CCU UG CS/IS/IT Majors) in: (a) Computer Networks or Information Security, (b) Programming or Web Development, (c) Database Design or SQL Development and (d) Elementary Statistics or Business Statistics are required. Such students may come from other Science/Math/Business majors, perhaps with a minor in CS/IS/IT, or they may have related work experience. If the prospective student doesn't have the above UG credits but all other admission criteria are satisfactory, the student can be accepted on a *probationary* basis with the condition that the student needs to obtain undergraduate credits with grades of 'C' or better in the above mentioned courses prior to taking any graduate coursework for the program. Candidates seeking admission to this program will submit the following materials in addition to the standard admission requirements:

1. Resume/Vitae; and
2. A personal statement indicating career goals and reasons for interest in this specific program.

**Are there any special articulation agreements for the proposed program?**

- Yes  
 No

**If yes, identify. (1000 characters)**

No special articulation agreements are proposed. CCU is interested in establishing cooperative relationships with other institutions across the state, as they have the potential to serve as feeder programs for this proposed Information Security and Data Analytics-centric Master of Science in Information Systems Technology degree program. In turn, this program could also serve as a feeder program to other doctoral programs in the state. Coursework taken at other accredited programs would be open to review for transferability. The current Computer Science and Information Systems faculty have established a record of collaborative work with other individuals and programs throughout the state, and this is expected to continue.

### Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

<b>Curriculum by Year</b>					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
<b>Year 4</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	

<b>Curriculum by Year</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
Total Semester Hours		Total Semester Hours		Total Semester Hours	
<b>Year 5</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

<b>Curriculum by Category*</b>					
<b>I. CORE COURSES</b>	<b>15 Credit Hours</b>	<b>II. ELECTIVE COURSES</b>	<b>12 Credit Hours</b>	<b>III CAPSTONE COURSES</b>	<b>6 Credit Hours</b>
IST 650 – Information Systems Technology in Context	3 Credit Hours	<b>Security Concentration Elective Courses</b>	<b>6 Credit Hours Required</b>	<b>Thesis Option</b>	<b>6 Credit Hours</b>
IST 660-Intro to Cybersecurity and Information Assurance	3 Credit Hours	IST 665-Secure Networking	3 Credit Hours	IST 799 Research Thesis	6 Credit Hours
IST 661- Security Policy and Risk Assessment	3 Credit Hours	IST 666 Secure Software Development	3 Credit Hours	<b>Non-Thesis Option</b>	<b>6 Credit Hours</b>
IST 670-Data Management and Analytics	3 Credit Hours	IST 667 Intelligence and Security Analysis	3 Credit Hours	IST 659-Sp. Topics in Information Systems Tech.	3 Credit Hours
IST 671-Data Mining and Knowledge Discovery	3 Credit Hours	CSCI 534-Digital Forensics	3 Credit Hours	IST 669-Sp. Topics in Information Security	3 Credit Hours
		<b>Analytics Concentration Elective Courses</b>	<b>6 Credit Hours Required</b>	IST 679-Sp. Topics in Data Analytics	3 Credit Hours
		IST 675-Semantic Web Technologies	3 Credit Hours		
		IST 676-Data Fusion	3 Credit Hours		
		IST 677-Data Visualization	3 Credit Hours		
		CSCI 575-Decision Support Systems	3 Credit Hours		

\* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

**Total Credit Hours Required**      33 Credit Hours

### Course Descriptions for New Courses

Course Name	Description
IST 650: Information Systems Technology in Context	This course introduces the issues that impact the design, development, and use of secure information systems. Organizational, social, legal, and ethical topics include: secure systems analysis and design, privacy issues, and the current legal landscape of information security and privacy.
IST 660: Intro to Cybersecurity and Information Assurance	This course is designed to provide an introduction to Cybersecurity and Information Assurance. It covers the fundamental concepts necessary to understand the security threats and technical defenses. The course includes an overview of security planning and implementing security technology.
IST 661: Security Policy and Risk Assessment	Prereq: IST 660. This course addresses ethical, legal and risk analysis/assessment/management policies and issues within which professionals shall practice and studies how they impact privacy, fair information practices and content control.
IST 665: Secure Networking	Prereq: IST 660. This course covers the applications and practice of Cryptography in securing wired/wireless networks and Internet. Cryptography related techniques would be studied to secure network infrastructure, firewalls and related topics.
IST 666: Secure Software Development	Prereq: IST 660. This course covers development of security requirements and the design, development and implementation of secure mobile and web applications. Principles of Secure Development Lifecycle, application vulnerabilities, secure design and coding will be covered in depth.
IST 667: Intelligence and Security Analysis	Prereq: IST 660. This course offers an advanced overview of the various structured analytical techniques used in the intelligence and security professions for conducting in-depth analysis and assessment. Emphasis will be placed on application of computer based models/applications for analysis.
IST 670: Data Management and Analytics	This course deals with the data management process for analytics, including analysis, design, data acquisition, cleaning, transformation, quality, structure, and security of the databases. Course also explores how the data relate and aggregate in analytic databases that could then be used by analytical tools.
IST 671: Data Mining and Knowledge Discovery	Prereq: IST 670. This course covers the techniques, the principles and methodologies involved in data mining. The course covers the ability to apply, analyze and evaluate different machine learning schemes and data mining algorithms.
IST 675: Semantic Web Technologies	Prereq: IST 670. This course provides an introduction to transition from Traditional Web to Semantic Web Technologies. Topics covered include the representation of structured web documents/resources in XML and RDF, Ontology Engineering, Web Ontology Language, and Semantic Web applications.
IST 676: Data Fusion	Prereq: IST 670. This course covers the introduction to the concepts, techniques, and issues surrounding distributed data access, collection, fusion and delivery techniques of information from multiple sensors and sources of data.
IST 677: Data Visualization	Prereq: IST 670. The course covers the visualization tools, concepts and representations for the analysis and understanding of complex data/insights visually and how to design and create effective interactive visualizations.
IST 659:Sp. Topics in Information Sys. Tech (IST)–Security Patterns	Prereq: Completion of Core Courses. This course examines the field of security design patterns. Students will survey a set of security patterns, study implementation options for selected patterns, and contribute additional pattern documentation to improve the effectiveness and usability of selected patterns for the general community.
IST 669:Sp Topics in Info Security – Secure Cloud Computing	Prereq: Completion of Core Courses. This course explores the fundamentals of cloud computing and addresses the cloud security related risks, issues and challenges associated with the cloud by exploring the security architectures, cloud software security, and cloud networking security tools and techniques.
IST 679:Sp. Topics in Data Analytics - Big Data Analytics	Prereq: Completion of Core Courses. This covers the fundamental concepts of Big Data management and analytics. This course is designed to equip students with the analysis, design and development of the applications that deal with very large volumes of data as well as in proposing scalable solutions for business and scientific applications.
IST 799: Research Thesis	Prereq: Completion of Core Courses. In this course, students design, implement, and present, both orally and in writing, an original research project. Specifically, the student will have delineated a research topic; conducted a literature review; developed appropriate methodology for investigating a topic; collected and analyzed data; and interpreted the results.

**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Assistant Professor	Full Time	IST 670- Data Management and Analytics (3) F, S IST 671-Data Mining and Knowledge Discovery (3) F, S IST 675-Semantic Web Technologies (3) F, S IST 665-Secure Networking (3) F, S	PhD CSE., University of Louisville, KY EMCS 630 - Data Base Design (3) EMCS 694 - Internet App Dev (3) CECS 694 - Data Warehousing and Data Mining (3) CIS 675 - Management Info Systems (3) CECS 508 - Numerical Analysis (3) CECS 542 - Comp Control and Real-Time Programming (3)	Prior teaching / research experience in these areas Dissertation – Intrusion Detection and Response Model for Mobile Ad hoc Networks (Utilizing Data Analytics for Network Security)
Assistant Professor	Full Time	IST 650- Info Systems Tech in Context (3) F, S IST 660- Intro to Cybersecurity and Assurance(3) F, S IST 666- Secure Software Development(3) F, S IST 659- Sp. Topics in Info Sys Tech (3) F, S	PhD CIS Nova Southeastern University, FL MCIS 0652: Computer Security (3 hours) DCIS 0770: Software Engineering (3 hours) DCIS 765: Secure Systems Analysis & Design (3 hours) DCIS 730: Information Security (3 hours) MCIS 623: Legal & Ethical Aspects of Computing (3 hours) MCIS 680- Human Computer Interaction (3 hours)	Prior teaching / research experience in these areas DCIS 0830: Project in Info Security (4) DCIS 0875: Project in Privacy (4)
Associate Professor	Full Time	CSCI 575-Decision Support Systems(3) S  IST 679-Sp. Topics in Data Analytics – Big Data Analytics (3) S	PhD CIS Nova Southeastern University, FL DCIS 735 Knowledge Management (3) DCIS 710 Decision Support Systems(3) DCIS 750 Database Systems (3) MBAMS 630 Stats Analysis Managers(3) – Univ of Mass - Boston MBA 600 Math Analysis – Managers (3) – Univ of Mass - Boston MBAMS 650 Object Orient Info Sys (3) – Univ of Mass - Boston	Prior teaching experience in these areas
Assistant Professor	Full Time	IST 669 – Sp. Topics in Information Security – Secure Cloud Computing (3) F, S CSCI 534 – Digital Forensics (3) F,S	PhD Computer Science., Clemson University, SC CPSC 851: Software Systems for Data Communications (3) CPSC 881: Selected Topics (Wireless Sensor Networks) (3) CPSC 881: Selected Topics (Cyberinfrastructure) (3) CPSC 622: Operating Systems (3) CPSC 852: Internetworking (3) CIS 657: Operating Systems (3) - Syracuse University, NY	Prior research/teaching experience in these areas
Assistant Professor	Full Time	IST 661 – Security Policy and Risk Assessment (3) F, S IST 667 – Intelligence and Security Analysis(3) F, S	PhD Foreign Affairs [Intel] University of Virginia, VA GFAG 509 Introduction to Quantitative Methods (3) GFAG 809 Political Applications of Applied Multivariate Analysis (3) GFIR 833 Science and Philosophy in International Relations (3) GFIR 511 International Law (3) GFIR 507 Ideological Influence on International Relations (3) GFIR 505 Theories of International Relations (3)	Prior teaching and Military experience in these areas
Assistant Professor*	Full Time	IST 676 – Data Fusion (3) F, S IST 677 – Data Visualization (3) F, S IST 679 – Sp. Topics in Data Analytics – Big Data Analytics (3) F, S	TBD	TBD

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

**Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):**

Faculty 2.5

Staff 0.25

Administration 0.25

#### **Faculty /Administrative Personnel Changes**

**Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)**

Current Computing Sciences (CS) department faculty and Intelligence and Security program faculty will staff the proposed new program. One member of the CS faculty may be reassigned one course release per semester to recruit, retain and advise graduate students, as well as to fulfill the duties of scheduling courses and assisting the Department Chair and Dean with budget and resource management. Additional administrative support may be necessary to assist with the new program, which could be fulfilled with a part-time position. One additional faculty line has been accounted for in the budget supporting the new hire during the second year of the program. As enrollments increase in the degree programs offered by the CS department, it may be necessary to increase the number of full-time faculty in the future to maintain the student-to-faculty ratio. However, any future hires will be triggered by student demand and justified by increased tuition revenues. New faculty hires should possess a Ph.D. and/or relevant experience in the area of CS/IS/IT.

#### **Library and Learning Resources**

**Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)**

Kimbel Library provides access to 1,091 print and online periodicals relevant to the proposed program. Of these, 37.9% represent core titles in the relevant subject areas. A minimum 37 subject areas were identified for the proposed M.S program. In the Library of Congress Classification areas reviewed, Kimbel library holds 4,148 titles in all supporting areas. Of the 4,148 total titles owned, 948 (22.9%) are print, 3,197 (77%) are e-books, and 3 (0.1%) are media items. Of the 4,148 titles analyzed, 563 (13.6%) were published prior to 2000. Average publication year of the collection is 2004 (or average age eight years); median publication year is 2007 (or median age 5 years); and the most frequent publication year is 2009.

Based on the budget allocated to the library in this proposal (\$6,775 per year), the library is likely to be expected to reach a sufficient percentage of core titles within the first five years of the program, and it can also make judicious use of electronic resources and resources, such as PASCAL Delivers or interlibrary loan, to supplement the program's needs as it develops.

### **Student Support Services**

**Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)**

The proposed program will leverage the existing student support services, such as the Learning Assistance Center, Counseling Services, Moodle support and Technical Support from Student Computing Services, among others. The students who would require accommodations due to a disability, whether it is physical, learning or mental, will be provided with the means necessary to achieve their goals, such that each student becomes successful and is given equal opportunity to achieve his/her fullest potential. The program will also leverage CCU's Center for Teaching Excellence to Advance Learning with respect to any special support that may be needed for instruction within distance learning environments. No new support services are needed or requested.

### **Physical Resources**

**Identify any new instructional equipment needed for the proposed program. (500 characters)**

For the security-related courses, the students can use freely available virtualization software and open source tools such as Network Security Toolkit, OWASP tools, Nessus, Metasploit and Wireshark. For analytics-related courses, students can utilize open source tools such as R, MySQL, Knime, Hadoop, Protégé, Jena, SPARQL, and FLORA-2. For tools such as SAS, Oracle, Matlab, Tableau, and Globalytica, we will leverage the industry's academic alliances program to obtain free time-limited licenses. Sufficient instructional resources are currently available to support this Online program.

**Will any extraordinary physical facilities be needed to support the proposed program?**

Yes

No

**Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)**

The CS department already has 6,513 square feet of office and lab space. Since the proposed M.S program would be offered as an Online program, we will leverage the existing resources from CCU's Coastal Office of Online Learning (COOL) center for the synchronous and asynchronous delivery of the Online courses in the proposed M.S program. We will work with the COOL Center to develop high quality, high value Online courses, Online course components, and the Online curriculum. We will leverage the collaboration of COOL with Information Technology Services and Media Services to advance the Online learning resources and infrastructure.

The proposed program will make use of a dedicated lecture capture room and a dedicated video conferencing room available in the University to provide for and meet the distance learning needs of the students. The proposed M.S program requires no additional physical plant requirements. Any further changes will be dictated by growth in enrollment.

### Financial Support

Estimated New Costs by Year						
Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Program Administration	\$34,971	\$35,671	\$36,384	\$37,112	\$37,854	\$181,992
Faculty and Staff Salaries	\$128,574	\$131,146	\$147,681	\$150,635	\$153,648	\$711,684
Graduate Assistants	\$15,000	\$65,000	\$65,000	\$65,000	\$65,000	\$275,000
Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Facilities	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Library Resources	\$6,775	\$6,775	\$6,775	\$6,775	\$6,775	\$33,875
Other*	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$186,320</b>	<b>\$239,592</b>	<b>\$256,840</b>	<b>\$260,522</b>	<b>\$264,277</b>	<b>\$1,207,551</b>
Sources of Financing						
Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Tuition Funding	\$187,276	\$345,542	\$366,469	\$367,694	\$368,578	\$1,635,559
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds*	\$0	\$0	\$0	\$0	\$0	\$0
Federal Funding*	\$0	\$0	\$0	\$0	\$0	\$0
Other Funding*	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$187,276</b>	<b>\$345,542</b>	<b>\$366,469</b>	<b>\$367,694</b>	<b>\$368,578</b>	<b>\$1,635,559</b>
<b>Net Total</b> (i.e., Sources of Financing Minus Estimated New Costs)	<b>\$956</b>	<b>\$105,950</b>	<b>\$109,629</b>	<b>\$107,172</b>	<b>\$104,301</b>	<b>\$428,008</b>

\*Provide an explanation for these costs and sources of financing in the budget justification.

### Budget Justification

**Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)**

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

NOTE: Faculty salaries in the cost section of the budget include the salary for a new faculty hire, in addition to the salaries for the existing faculty corresponding to their load. The Administrative Support (AS) of the unit will also need to be increased somewhat and is reflected in the budgeted cost. The need for AS is, in part, related to the rapid growth of the current programs at the undergraduate level. With the addition of a graduate program, AS will need to be augmented with a .25 hire. The new program would also require some graduate assistants (GAs) to ensure the quality of the program. Fringe Benefits (24% of the salary) are included in the salaries. Program administration costs are based on 25% of Director's salary plus fringe benefits. Years 2 to 5 costs are based on a 2% increase in salaries. Cost is also allocated for procuring the library resources mentioned in this proposal, such that the library is likely to be expected to reach a sufficient percentage of core titles within the first five years of the program. Tuition funding is based on the enrollment trend survey that was conducted internally within the University and on the average of in-state and out-of-state tuition rates. Tuition fees are estimated to cover the cost of this new program. No funding will be requested from the state.

## Evaluation and Assessment

**Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)**

The program will perform continuous assessment of Student Learning Outcomes (SLO) and of the program itself. SLO's are assessed using both direct and indirect methods, with at least one direct method of assessment per objective. Direct assessment methods generally evaluate the skills of students by testing factual knowledge (e.g.: test questions). Indirect methods generally evaluate the interpretation of learning achieved (e.g.: survey questions). The main data sources (each with numerous individual data points) for the assessment include: Course data reported via Faculty Course Assessment Reports (FCARs) and survey-based questions from the exit evaluations. Assessment of these outcomes will come from a variety of sources: both inside and outside of normal graded material. For example, the exit survey/evaluations and student assignment performance are examples of outside and inside of the normal graded material, respectively.

The SLO's can be mapped to the Program Objectives (PO) and are evaluated using the same process employed to evaluate the PO. Evaluation methods at the course level include evaluating at least two sources from appropriate assessments in the courses; in addition, exam questions, assignments, and course surveys may be used. Department-level evaluation methods include an exit survey.

The department will assess the program on an annual basis at the end of each academic year. The initial program assessment will include the following:

1. Review of admission criteria, particularly scores and written materials;
2. Review of student course survey/course evaluations;
3. Review of FCARs and faculty reflections;
4. Review of exit evaluations related to the program;
5. Review of post-programmatic surveys, including surveying recent graduates or alumni and their employers.

The assessment data will be reviewed annually and findings reported to the program faculty as well as to the University Assessment Committee for review. In addition, the program will use the findings to assess and recommend any program changes that may improve the overall quality and operation of the program.

### Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Write and present: (1) review (2) architecture, or (3) methodology that is potentially applied in IST professional practice or publishable in academic outlets.	Portfolio, Comprehensive exam, Thesis Report and Project Report collected in the courses: IST 659, IST 799, IST 669 and IST 679
Ability to analyze and implement processes and systems to transform raw business data to useful information and knowledge for a given problem.	Case briefs, Special applied project and Exams collected in: IST 660, IST 670, IST 676, and CSCI 575
Develop innovative technology approaches to solve problems in a novel manner.	Project Report and Thesis Report collected in the courses: IST 659, IST 799, IST 669 and IST 679
Effectively evaluate and communicate the threats/vulnerabilities of IST infrastructure and the effectiveness of technologies and systems available to secure an organization's IST infrastructure.	Case briefs, Exams and Written assignments collected in: IST 665, IST 666 and IST 660
Effectively apply the policies and principles of risk management as they get implemented in IST industry.	Exams, Case briefs and Written assignments collected in: IST 650, IST 661 and CSCI 534
Effectively communicate the knowledge discovered or the decision obtained by applying analytics/data mining methods/visualization techniques for a given problem.	Exams, Written assignments and Special applied projects collected in: IST 675, IST 676 and IST 671.

CSCI 534 Digital Forensics: Study of techniques, tools and processes used to discover digital evidence. Topics include collection, preservation, presentation, and preparation of computer based evidence for the purpose of criminal law enforcement and civil litigation. Role in proposed curriculum: This course is a possible elective of the security concentration in the curriculum. Student performance on term projects, written assignments and case briefs from this course will be used to assess the program learning outcomes. Effective application of the policies and principles of risk management as they get implemented in IST industry will be emphasized.

CSCI 575 Decision Support Systems: A study of decision support systems. Topics include computerized decision support and business intelligence systems, modeling, and methodologies. Course will cover data and web mining concepts, knowledge management technologies, collaboration techniques, and intelligent systems. Course includes a research-based focus to explore current advances in the field. Role in the proposed curriculum: This course is a possible elective of the analytics concentration. As above, student term projects, exams and case briefs will be used to assess the program learning outcomes. The emphasis is on transforming raw business data into useful information and knowledge for a given problem.

**Will the proposed program seek program-specific accreditation?**

- Yes  
 No

**If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)**

The Information Security aspect of the program's curriculum is aligned with the current Information Assurance Education content standards outlined by the National Center of Academic Excellence (NCAE). The NCAE accreditation is optional, but once this M.S. program is established, CCU will most likely seek accreditation through NCAE within two years. This accreditation will allow for an additional element of quality for the program and improve the career prospect of the students graduated from the program, but it is not required.

**Will the proposed program lead to licensure or certification?**

- Yes  
 No

**If yes, explain how the program will prepare students for licensure or certification. (500 characters)**

The curriculum is designed such that it will expose students to the Common Body of Knowledge prescribed for the International Information Systems Security Certification Consortium (ISC)<sup>2</sup> certifications and Institute for Operations Research and Management Science - Certified Analytics Professional (INFORMS CAP) certification, that are accepted widely in the Industry. However, such certification is not required.

**Teacher or School Professional Preparation Programs**

**Is the proposed program a teacher or school professional preparation program?**

- Yes  
 No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

**New Program Proposal  
 Master of Fine Arts in Creative Writing  
 College of Charleston**

**Summary**

The College of Charleston requests approval to offer a program leading to the Master of Fine Arts in Creative Writing, to be implemented in August 2016 through traditional instruction. The following chart provides the stages of review for the proposal. The Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal is attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Planning Summary received and posted for comment	10/15/13	Not Applicable
Program Planning Summary considered by ACAP through electronic review	12/02/13	<p><u>Comments from Coastal Carolina University</u></p> <ul style="list-style-type: none"> <li>• Because of the size of the proposed program, it should not restrict similar development at comprehensive programs in the state.</li> </ul> <p><u>Comments from USC Columbia</u></p> <ul style="list-style-type: none"> <li>• Strengths               <ol style="list-style-type: none"> <li>1. The USC English Dept. expresses admiration for the quality of the proposal.</li> <li>2. The proposed curriculum is clear, logical and solid.</li> <li>3. The interdisciplinary approach and the Charleston setting are strengths.</li> </ol> </li> <li>• Concerns               <ol style="list-style-type: none"> <li>1. The number of MFA writing programs already in existence, especially in the Southeast.</li> <li>2. Current tenure track position opportunities remain flat</li> <li>3. The number of graduates on the market each year exceeds total academic and nonacademic positions available.</li> </ol> </li> <li>• Conclusions               <ol style="list-style-type: none"> <li>1. A second Creative Writing MFA program uplifts the entire state.</li> <li>2. USC cannot accommodate all of its own applicants and does not oppose the College's proposal.</li> </ol> </li> </ul>
Program Proposal Received	5/1/15	Not Applicable

Stages of Consideration	Date	Comments
ACAP Consideration	6/11/15	ACAP members discussed the need for the proposed program. The representative from Northeastern Technical College requested a clarification of career options available with earning the degree. The representative from Orangeburg-Calhoun Technical College expressed support for the program
Comments and suggestions from CHE staff sent to the institution	6/17/15	Staff requested the following revisions or explanations: <ul style="list-style-type: none"> <li>• Clarification of categorization of program emphases.</li> <li>• State-level employment data, if available</li> <li>• The function of the MFA, which is widely recognized as a terminal degree.</li> <li>• An explanation of student demand as an enrollment driver of sufficient tuition to fund the program.</li> </ul>
Revised Program Proposal Received	6/26/15	The revised proposal satisfactorily addressed the requested revisions.
CAAL Consideration	7/15/2015	<p>CAAL comments and requests for clarification:</p> <ul style="list-style-type: none"> <li>• Employment need for this liberal arts</li> <li>• Identifying programmatic competitors</li> <li>• Program redundancy in-state with USC, or support from and collaborative opportunities with USC since 2013 CofC proposal summary</li> <li>• Impact of new faculty hire and new course creation</li> <li>• Defining and tracking employment in a program-related field</li> <li>• Programmatic assessments beyond student feedback</li> <li>• Program marketing for economic growth</li> </ul> <p>Responses from College of Charleston:</p> <ul style="list-style-type: none"> <li>• Lowcountry-area arts and creative industry growth is as robust and necessary as growth in area manufacturing and financial sectors.</li> <li>• The program would prepare students for local and national placement with skills that cross all job sectors.</li> <li>• The program's emphasis on arts management helps graduate employability in business sectors, and other graduates are thoroughly prepared to pursue teaching careers among others.</li> <li>• Program-length, 2 yrs. instead of 3 yrs. helps with student debt management and earlier career placement</li> <li>• Creative writing programs exist at USC, and three programs each in NC, GA &amp; FL.</li> </ul>

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"><li>• USC reiterated support at the June 2015 ACAP meeting (staff response) and collaborations with other programs at numerous institutions statewide are welcome (CofC response).</li><li>• Careful planning for required new course creation justifies costs for the single new faculty hire.</li><li>• Tracking is monitored through one-on-one director to student relationships and alumni contact</li><li>• More indirect measures will be added to assessments</li><li>• To market programs across the campus, CofC is helping to develop internships, and its Career Center is adopting more proactive postures for students, initiating relationships with employers, and gathering feedback for job skills sought among desirable candidates.</li></ul>

**Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Master of Fine Arts in Creative Writing, to be implemented in August 2016.

Name of Institution: College of Charleston (University of Charleston, South Carolina)

Name of Program (include concentrations, options, and tracks):

Master of Fine Arts in Creative Writing (MFA)  
Specialization in Poetry or Fiction  
Emphasis: Studio or Arts Management

The curriculum emphases, Studio and Arts Management, will not to be listed in the CHE Inventory. The degree awarded is "Master of Fine Arts in Creative Writing."

Program Designation:

- Associate's Degree                       Master's Degree  
 Bachelor's Degree: 4 Year               Specialist  
 Bachelor's Degree: 5 Year               Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)  
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation: August 2016

CIP Code: 231302

Delivery Site(s): College of Charleston Main campus

Delivery Mode

- Traditional/face-to-face\*  
\*select if less than 50% online
- Distance Education  
 100% online  
 Blended (more than 50% online)  
 Other distance education

Program Contact Information (name, title, telephone number, and email address):

Emily Rosko, Assistant Professor  
Chair of the MFA Program in Creative  
Writing Proposal Committee  
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Bret Lott, Professor  
Director, MFA Program in Creative Writing  
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843.953.6494

Institutional Approvals and Dates of Approval:

Approval by Program Faculty: October 8, 2013

Approval by Dean: July 14, 2014

Approval by Provost: September 16, 2014

Approval by Academic Planning: October 27, 2014

Approval by Committee on Graduate Education, Continuing Education, and Special Programs:  
September 30, 2014

Approval by Budget Committee: October 7, 2014

Approval by Graduate Council: October 17, 2014  
Approval by Faculty Senate: November 11, 2014  
Approval by Board of Trustees: January 30, 2015  
Approval by President:

### **Background Information**

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters):

The College of Charleston's proposed terminal degree of the Master of Fine Arts (MFA) in Creative Writing features a specialization in either fiction or poetry and two curriculum emphases: studio or arts management. The College of Charleston's MFA Program will offer advanced degree training to students who wish to gain expertise in the writing of poetry and fiction. The program assumes that, as in music or the visual arts, the best education for the artist includes: training in the history and traditions associated with the student's discipline, training in theoretical and formal approaches to the craft, and intensive peer and faculty feedback. The program is a traditional MFA curriculum, with rigorous academic preparation, with an option for practical training in arts management. The proposed Master of Fine Arts Program in Creative Writing aligns with the goals set forth in the College's Strategic Plan by creating a rigorous, interdisciplinary graduate program led by an award-winning and diverse faculty of national reputation and grounded in experiential learning with internships, literary journal editing, and a reading series. The MFA Program demonstrates a continued commitment to the College's three Core Values in: i) Education Excellence; ii) Student-Focused Community; and iii) The History, Tradition and Environment of Charleston and the Lowcountry. In addition to raising the profile of the College regionally and nationally, this program will attract students from the College of Charleston and from across South Carolina and the nation.

List the program objectives. (2000 characters):

MFA in Creative Writing Program Goals:

- Students graduating with an MFA in Creative Writing with either the Studio or Arts Management Emphasis will have a publishable body of work ready for submission to literary agents and publishers.
- Students, both in the Studio and Arts Management Emphasis will have reading, writing, and critical thinking skills valuable to multiple professional industries based in the humanities, i.e. editing, publicity, marketing, and/or promotion in publishing and the arts.
- Students in the Arts Management emphasis will have the management, organization, decision-making, and problem-solving skills in the areas of fundraising, financial management, marketing/audience development, artistic and educational programming, policy, governance, and volunteer management.

## Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

The proposed Master of Fine Arts Program in Creative Writing aligns with the goals set forth in the College's Strategic Plan by creating a rigorous, interdisciplinary graduate program led by an award-winning, diverse faculty of national reputation and grounded in experiential learning with internships, literary journal editing, and a reading series. In addition to raising the profile of the College regionally and nationally, this program will retain our state's most promising students while drawing diverse students from across the country to live, work, and study in a spectacular Lowcountry setting.

While students will benefit from what makes the College and our broader community so unique—from our deep archival collections and complex history, to our distinct cultural and geographical landscape—they will more practically impact our community by contributing to the creative economy of the Lowcountry. The National Center on Education and the Economy reports that in order to maintain economic “leadership” in a region, technological advances are not enough; more importantly, success, the report says, “depends on a deep vein of creativity that is constantly renewing itself.”<sup>1</sup> Currently, creativity and graduate arts degrees have rising market value in all industries. “The MFA is the new MBA,” argues business thinker Daniel H. Pink, citing evidence that “more Americans today work in arts, entertainment, and design than work as lawyers, accountants, and auditors.”<sup>2</sup> Others who study an economy's viability concur. Richard Florida, whose much-referenced book *The Rise of the Creative Class*, studies the value of creativity, calls it “the most highly prized commodity in our economy.”<sup>3</sup> Recent analysis conducted by researchers at the Darla Moore School of Business at University of South Carolina found that “creative enterprise in the state engenders a core impact of \$9.2 billion and 78,682 jobs and a full impact of \$13.3 billion and 107,614 jobs.”<sup>4</sup>

National, regional, state, and local demand indicates that an MFA Program with an innovative curriculum—situated in a culturally rich, international destination city experiencing significant population and economic growth—is well positioned not only to succeed but to thrive. Of the 148 full-residency Creative Writing MFA programs in the country, 25 are in what the U.S. Census Bureau identifies as South Atlantic states (Delaware, Maryland, D.C., West Virginia, Virginia, North Carolina, South Carolina, Georgia, and Florida)<sup>5</sup> just one of those programs is in South Carolina—at the University of South Carolina. National data suggests that there remains strong demand for the MFA degree. The estimate number of total seats available for full-residency MFA programs (multiplying most recent numbers for average cohort size by number of programs) is approximately 2,800. The 2014 MFA index from *Poets & Writers Magazine's*

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<sup>1</sup> “Tough Choices or Tough Times: The Report of the New Commission on Skills of the American Workforce,” National Center on Education and the Economy (Washington DC, 2007), 6, <http://www.ncee.org/>.

<sup>2</sup> Daniel H. Pink. *A Whole New Mind: Why Right-Brainers Will Rule the Future*. (Riverhead Trade, 2006) 54.

<sup>3</sup> Richard Florida, *The Rise of the Creative Class, and How It's Transforming Work, Leisure, Community, & Everyday Life* (New York: Basic, 2004) 5.

<sup>4</sup> Source: <http://www.southcarolinaarts.com/economic/creativeclusterreport.shtml>

<sup>5</sup> Seth Abramson, *2011 Poets & Writers Magazine Ranking of MFA Programs: A Guide to the Methodology*, [http://www.pw.org/content/2011\\_poets\\_amp\\_writers\\_magazine\\_ranking\\_of\\_mfa\\_programs](http://www.pw.org/content/2011_poets_amp_writers_magazine_ranking_of_mfa_programs)

estimates that there are between 3,000 and 4,000 individual applicants per year.<sup>6</sup> More specific regional data regarding the number of applicants to USC's program suggests strong state demand as well. USC's MFA Program received 170 applications in 2013, resulting in an overall acceptance rate of approximately 18%.<sup>7</sup> Demand at the College of Charleston is evidenced by robust undergraduate student interest in Creative Writing, with a curriculum that has grown to include about 50% of our English majors declaring the concentration in Creative Writing. The English Department's undergraduate program in creative writing has developed to the point of producing serious writers who want to pursue advanced degrees in creative writing. In the past five years, students who have attended College of Charleston have gone on to pursue MFA degrees at Emerson University, North Carolina State, The Ohio State University, Queens College (Charlotte), Portland State University, Purdue University, University of Missouri, University of North Carolina-Wilmington, University of New Orleans, West Virginia University, and Western Michigan University. Currently, there are students who have recently graduated or will be graduating in the next year who are applying to MFA programs in the area and nationally.

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Article I. <sup>6</sup> Seth Abramson, "2014 MFA Index: Further Reading: National Full-Residency Applicant Pool Size." *Poets & Writers Magazine*. 31 Aug. 2013. Web: [http://www.pw.org/content/2014\\_mfa\\_index\\_further\\_reading?article\\_page=2](http://www.pw.org/content/2014_mfa_index_further_reading?article_page=2)  
<sup>7</sup> Source: <http://artsandsciences.sc.edu/engl/grad/mfa/admission-funding.html>

### Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with “Provide supporting evidence.”

<b>Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs</b>	<b>Employment Projection</b>	<b>Data Source</b>
Media & Communication: - Writers & Authors	132,900	3%	Bureau of Labor Statistics (May 2014) <a href="http://data.bls.gov/projections/occupationProj">http://data.bls.gov/projections/occupationProj</a>
Media & Communication: - Editors	112,500	-2.4%	Bureau of Labor Statistics (May 2014) <a href="http://data.bls.gov/projections/occupationProj">http://data.bls.gov/projections/occupationProj</a>
Media & Communication: - Technical Writers	56,900	14.8%	Bureau of Labor Statistics (May 2014) <a href="http://data.bls.gov/projections/occupationProj">http://data.bls.gov/projections/occupationProj</a>
Media & Communication: - Public Relations Specialist	256,500	12%	Bureau of Labor Statistics (May 2014) <a href="http://data.bls.gov/projections/occupationProj">http://data.bls.gov/projections/occupationProj</a>
Business & Management: - Advertising	38,000	6.9%	Bureau of Labor Statistics (May 2014) <a href="http://data.bls.gov/projections/occupationProj">http://data.bls.gov/projections/occupationProj</a>
Business & Management: - Public Relations and Fundraising Managers	70,100	12.9%	Bureau of Labor Statistics (May 2014) <a href="http://data.bls.gov/projections/occupationProj">http://data.bls.gov/projections/occupationProj</a>
Business & Management: - Human Resources Specialist	451,100	7.9%	Bureau of Labor Statistics (May 2014) <a href="http://data.bls.gov/projections/occupationProj">http://data.bls.gov/projections/occupationProj</a>
Business & Management: - Human Resource Managers	116,300	13.2%	Bureau of Labor Statistics (May 2014) <a href="http://data.bls.gov/projections/occupationProj">http://data.bls.gov/projections/occupationProj</a>
Business & Management: - Marketing Managers	203,400	12.7%	Bureau of Labor Statistics (May 2014) <a href="http://data.bls.gov/projections/occupationProj">http://data.bls.gov/projections/occupationProj</a>
Business & Management: - Social & Community Service Managers	160,600	20.8%	Bureau of Labor Statistics (May 2014) <a href="http://data.bls.gov/projections/occupationProj">http://data.bls.gov/projections/occupationProj</a>
Education: - Postsecondary Teachers (English Language and Literature)	97,400	12.2%	Bureau of Labor Statistics (May 2014) <a href="http://data.bls.gov/projections/occupationProj">http://data.bls.gov/projections/occupationProj</a>

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters):

The MFA degree, as an advanced humanities degree, refines the skills and career characteristics, such as creative and critical thinking, self-direction, perseverance, work ethic, and interpersonal skills, that today's employers seek. The SC Works Organization, for example, lists the top detailed job skills found in job openings advertised online in South Carolina (on June 21, 2015) as: problem solving, interpersonal skills, flexibility, time management, and being a team player. With an emphasis on self-directed work (i.e., writing a master's thesis) and on collaboration and constructive critique (i.e., the workshop courses), the MFA degree prepares students for a wide variety of career paths. Overall, the MFA degree is flexible, with graduates alternately moving on to earn advanced degrees (e.g., the Ph.D. in English); pursuing teaching positions at the college or secondary level (at independent schools); working in the fields of professional writing, editing, publishing; and increasingly working in a much broader range of post-industrial vocations, such as advertising, marketing, public relations, new media, information technology, product development and design, as well as management, human resources, business consulting. Some graduates will return to careers they had put on hold to earn a degree that offers the time and support to write. The proposed program's focus on individual mentorship, professionalization, editing/publishing internships with *Crazyhorse* literary journal, internships with local businesses and non-profit arts organizations, and the two post-MFA teaching fellowships will supply students a set of unique and practical, experiential learning opportunities. With this pre-professionalization, students who graduate from the program will be well equipped to contribute to South Carolina and Charleston's creative economy and to advance the College's public mission by joining, growing, and sustaining business, arts, and literary initiatives in the area.

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

**Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.**

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

The proposed program expands coursework opportunities for students in the College of Charleston Master of Arts (MA) in English Program. The proposed program will bring more graduate students into the MA in English Program's literature courses and into the Arts Management certificate program.

**List of Similar Programs in South Carolina**

Program Name	Institution	Similarities	Differences
MFA Program in Creative Writing	University of South Carolina (Columbia, SC)	USC offers a traditional MFA studio teaching method with coursework in creative writing workshops, craft seminars, and literature courses, just as the proposed MFA Program at the College of Charleston will offer.	<p>USC is 3-year program, 45 credit hours to earn degree, and they admit more than 12 students a year.</p> <p>The College of Charleston’s proposed program will offer a distinct MFA experience by providing two emphases, each of which will deliver the pre-professional training and experience that will help our graduates successfully pursue career goals. In addition to the Studio emphasis, the Arts Management emphasis option partners with the Master of Public Administration certificate program in Arts Management, and will accommodate students interested in the arts and community development and in careers in nonprofit arts organizations at the local or national level. Students can pursue opportunities in arts education and outreach, cultural diversity programs, public arts, independent presses, youth writing centers, and fundraising. This emphasis will include co-curricular work in the literary arts management and editing via internships and community-based organizations. This Arts Management emphasis is wholly unique—no other MFA Program in the nation offers this certification opportunity with coursework geared toward preparing students with business and literary arts job skills.</p>
MFA Low-Residency in Creative Writing	Converse College (Spartanburg, SC)	Converse College’s Low-Residency Program offers coursework in creative writing workshops, craft seminars, and literature courses, just as the proposed MFA Program at the College of Charleston will offer.	The College of Charleston MFA Program will offer close and consistent mentorship to full-time, resident students. The MFA Low-Residency Program at Converse College offers a non-traditional means of attaining a degree: students are not residents, and not necessarily full-time. Professors and students travel to their host institution to attend classes twice a year. All other work toward the degree is completed from a distance. The applicant pool

			for low-residency programs is smaller and is comprised of professionals who have employment in other fields or who have personal obligations that prevent them from relocating to a new place to complete a degree.
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### Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016 – 17	12 <sup>a</sup>	108 <sup>b</sup>	12	108 <sup>c</sup>		
2017 – 18	24 <sup>d</sup>	252 <sup>e</sup>	24	216 <sup>f</sup>		
2018 – 19	24	252	24	216		
2019 – 20	24	252	24	216		
2020 – 21	24	252	24	216		

<sup>a</sup>Twelve new graduate students admitted each year.

<sup>b</sup>First, second, and fourth semester graduate students will take nine hours of credit.

<sup>c</sup>Third semester students will take twelve hours of credit.

<sup>d</sup>Full complement of students reached.

<sup>e</sup>Twelve students @ nine hours credit each, twelve students @ twelve hours credit each.

<sup>f</sup>Twenty four students @ nine hours credit each.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

As is the common practice, admission criteria to MFA Programs in Creative Writing may be based more on qualitative rather than quantitative factors: the creative writing sample is the single most important part of the application. Prospective students are expected to have completed significant upper-level undergraduate coursework in English or a related discipline. Students must apply for an emphasis in one genre, either Poetry or Fiction, and they should declare the Studio or Arts Management emphasis at the time of admission. Additional admissions requirements for the MFA Program will include:

- A creative writing sample in the genre of application that demonstrates skill and promise for further development in the art. Fiction samples may include one short story, several short stories, or a section of a novel, and must not exceed 30 pages in length. Poets should send no more than 10 pages of poetry.
- A statement of purpose (300-500 words) that discusses: writing style, as well as literary influences; how the College/program will support these goals; and what the applicant believes they will contribute to the program.
- Three letters of recommendation.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

The proposed program expands coursework opportunities for students enrolled in the College of Charleston and the Citadel's joint-MA in English Program. MA English students from the Citadel and College of Charleston can enroll in MFA in Creative Writing courses if granted special permission by the instructor. MFA graduate students can enroll in Citadel English graduate literature courses if granted special permission by the instructor.

### Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year: STUDIO EMPHASIS					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
MFA Core Workshop in primary genre, either:  ENGL 564: MFA Workshop in Poetry;  <i>or</i>  ENGL 565: MFA Workshop in Fiction	3	MFA Core Workshop in primary genre, either:  ENGL 564: MFA Workshop in Poetry;  <i>or</i>  ENGL 565: MFA Workshop in Fiction	3		
One craft course in primary genre, either:  ENGL 566: Elements of Form and Craft in Poetry;  <i>or</i>  ENGL 567: Elements of Form and Craft in Fiction	3	One ENGL 500-level Creative Writing elective	3		
One ENGL 500-level Literature elective	3	One ENGL 500-level Literature elective	3		
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
MFA Core Workshop in primary genre, either:	3	MFA Core Workshop in primary genre, either:	3		

Curriculum by Year: STUDIO EMPHASIS					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
ENGL 564: MFA Workshop in Poetry;  <i>or</i>  ENGL 565: MFA Workshop in Fiction	3	ENGL 564: MFA Workshop in Poetry;  <i>or</i>  ENGL 565: MFA Workshop in Fiction	3		
One ENGL 500-level Creative Writing elective	3	One ENGL 500-level Literature elective	3		
One ENGL 500-level Literature elective	3	ENGL 702: Thesis hours	3		
ENGL 702: Thesis hours	3				
Total Semester Hours	12	Total Semester Hours	9	Total Semester Hours	

Total Credit Hours Required: 39

Curriculum by Year: ARTS MANAGEMENT EMPHASIS					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
MFA Core Workshop in primary genre, either:  ENGL 564: MFA Workshop in Poetry;  <i>or</i>	3	MFA Core Workshop in primary genre, either:  ENGL 564: MFA Workshop in Poetry;  <i>or</i>	3		

<b>Curriculum by Year: ARTS MANAGEMENT EMPHASIS</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
ENGL 565: MFA Workshop in Fiction		ENGL 565: MFA Workshop in Fiction			
PUBA 660: Contemporary Perspectives on Arts Management	3	PUBA 661: Advanced Arts Management	3		
One ENGL 500-level Literature elective	3	One ENGL 500-level Creative Writing elective	3		
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
MFA Core Workshop in primary genre, either:  ENGL 564: MFA Workshop in Poetry;  <i>or</i>  ENGL 565: MFA Workshop in Fiction	3	MFA Core Workshop in primary genre, either:  ENGL 564: MFA Workshop in Poetry;  <i>or</i>  ENGL 565: MFA Workshop in Fiction	3		
One PUBA 600-level Arts Management electives	3	One PUBA 600-level Arts Management electives	3		
One ENGL 500-level Literature elective	3	ENGL 702: Thesis hours	3		
ENGL 702: Thesis hours	3				
Total Semester Hours	12	Total Semester Hours	9	Total Semester Hours	

Total Credit Hours Required: 39

**Course Descriptions for New Courses**

<b>Course Name</b>	<b>Description</b>
ENGL 564: MFA Workshop in Poetry (3 credits)	The core writing workshop for graduate students admitted to the MFA Creative Writing Program. It is devoted to the imaginative work by class members. The course will explore the craft techniques and revision strategies for writing poetry. Permission of the instructor is required for non-MFA students.
ENGL 565: MFA Workshop in Fiction (3 credits)	The core writing workshop for graduate students admitted to the MFA Creative Writing Program. It is devoted to the imaginative work by class members. The course will explore the craft techniques and revision strategies for writing the short story and novel. Permission of the instructor is required for non-MFA students.
ENGL 566: Elements of Form and Craft in Poetry (3 credits)	This MFA graduate course on the craft and form of poetry will explore the aesthetics, rhetorical tropes, theories, generic conventions of poetry by way of contemporary works, form handbooks, scholarship, and poetics essays. The subject for each course will be announced. Permission of the instructor is required for non-MFA students.
ENGL 567: Elements of Form and Craft in Fiction (3 credits)	This MFA graduate course on the craft and form of fiction will explore the aesthetics, rhetorical tropes, theories, generic conventions of fiction by way of contemporary works, form handbooks, scholarship, and essays. The subject for each course will be announced. Permission of the instructor is required for non-MFA students.
ENGL 568: Reading for Writers (3 credits)	A reading intensive course with the aim of introducing students to twentieth- and twenty-first-century texts. Students will study how the text works, why it is successful and will acquire new techniques for their writing. The subject for each course will be announced. The instructor's permission is required for non-MFA students.
ENGL 706: <i>Crazyhorse</i> Publishing Practicum (3 credits)	A practicum in literary publishing in which students participate in experiential learning with <i>Crazyhorse</i> . Students learn editing skills and generate publishing credit by writing reviews or conducting author interviews. Students learn the basics, such as manuscript acquisition, magazine distribution, and other business practices. Instructor's permission is required for non-MFA students.

**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Director of MFA in Creative Writing Program  Bret Lott, Professor	F	<b>Fall 2016</b> ENGL 565 MFA Workshop in Fiction, 3 (G) <b>Spring 2018</b> ENGL 565 MFA Workshop in Fiction, 3 (G)	M.F.A., University of Massachusetts, Fiction Writing	<i>Crazyhorse</i> , Nonfiction Editor
Anthony Varallo, Associate Professor	F	<b>Fall 2016</b> ENGL 567 Elements of Craft and Form in Fiction, 3 (G) <b>Spring 2017</b> ENGL 565 MFA Workshop in Fiction, 3 (G)	Ph.D., University of Missouri, Fiction  M.F.A., University of Iowa, Fiction Writing	<i>Crazyhorse</i> , Fiction Editor
Emily Rosko, Assistant Professor	F	<b>Spring 2017</b> ENGL 564 MFA Workshop in Poetry, 3 (G) <b>Fall 2017</b> ENGL 561 Elements of Craft and Form in Poetry, 3 (G) <b>Spring 2018</b> ENGL 564 MFA Workshop in Poetry, 3 (G)	Ph.D., University of Missouri, Poetry; History of the Lyric  M.F.A., Cornell University, Poetry Writing	<i>Crazyhorse</i> , Poetry Editor  Wallace Stegner Writing Fellow (Stanford University) 2002-2005
Gary Jackson, Assistant Professor	F	<b>Fall 2016</b> ENGL 564 MFA Workshop in Poetry, 3 (G) <b>Fall 2017</b>	M.F.A., University of New Mexico, Poetry Writing	<i>Crazyhorse</i> , Associate Poetry Editor

		ENGL 564 MFA Workshop in Poetry, 3 (G)		
*NEW HIRE, Assistant Professor	F	<b>Spring 2017</b> ENGL 568 Reading for Writers, 3 (G) <b>Fall 2017</b> ENGL 565 MFA Workshop in Fiction, 3 (G)	M.F.A., Fiction (required)	
Jonathan Bohr Heinen, Instructor	F	<b>Spring 2017</b> ENGL 706 <i>Crazyhorse</i> Publishing Practicum	Ph.D., Texas Tech University, Fiction  M.F.A., University of New Mexico, Fiction Writing	<i>Crazyhorse</i> , Managing Editor
Karen Chandler, Professor	F	<b>Spring 2017</b> PUBA 656 Fundraising and Marketing for Nonprofit, 3 (G) <b>Spring 2018</b> PUBA 661 Advanced Arts Management, 3 (G)	Ph.D., Arts Management	
Jeanette Guinn, Visiting Assistant Professor	F	<b>Fall 2017</b> PUBA 663 Arts and Technology, 3 (G)	M.A., Arts Management	Worked as an art manager including 25 years at the South Carolina Arts Commission where she was Director of Performing and Presenting, Director of Electronic Communication and Planning, Regional Arts Coordinator, Director of Special Projects.  Producer, writer and host of <u>Arts Daily</u> , which airs on public radio. She has served on panels for the National Endowment for the Arts, South Arts and many state arts agencies. She was co-curator of Making Music for the City Arts Series at Bank of America Plaza in Columbia, SC and a juror for Gallery ETV.
Charlotte Tiencken	F	<b>Fall 2016</b> PUBA 660: Contemporary Perspectives on Arts Management, 3 (G)	MFA, The University of Texas at Austin	30+ years of professional work in the field. Managing Director at Book-It Repertory Theatre in Seattle for seven years. Also worked for: Tacoma Actors Guild in Washington, Jacob's

				Pillow Dance Festival in Massachusetts, where she was General Manager for four seasons, Alabama Shakespeare Festival, Spirit Square Center for the Arts in Charlotte, NC, and Tacoma Little Theatre.
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Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	Staff	Administration
1.0	.10	.25

The institution defines a full-time equivalent faculty member as teaching 12 credit hours per semester, with each 3 credit hour course representing .125 of an annual FTE. Most tenure-track faculty are provided a course release each semester for research (or .25 FTE annually), and a course release each semester for administrative work is calculated at .125 per semester, or .25 FTE for the year.

### **Faculty /Administrative Personnel Changes**

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

We will conduct a search in Fall 2015 for one tenure-track faculty position in Creative Writing (Fiction). This tenure-track line is the top hiring priority for the School of Humanities and Social Sciences.

Administrative support is housed in the English Department, though given the increased high-level administrative workload associated with running a graduate program, and taking into account plans for more robust fundraising efforts, it will be necessary to add an administrative assignment—Director of Creative Writing—with a course release each semester, to one faculty member.

The proposed program will add two post-MFA fellow positions to the teaching roster. This will be a merit-based, competitive teaching assignment given to supply two students with additional professionalization after they have earned the MFA terminal degree.\* The post-MFA Fellows will teach two courses a semester: three sections of composition (ENGL 110: Composition) and one introduction to creative writing course (either ENGL 220: Poetry I or ENGL 223: Fiction I). The post-MFA fellowships are factored into the budget.

\*Following the College's Faculty Credentials policy (<http://academicaffairs.cofc.edu/procedures-and-practices/facultycredentials/index.php>), faculty and non-tenure track instructors are expected to have a master's degree in the field. This is why the language of "MFA terminal degree" is emphasized here—these fellows, after earning the MFA degree, will have the qualifications to teach writing at the college-level, and this is why our proposed program does not offer teaching concurrently to students as they are completing the degree.

The MFA in Creative Writing is a terminal degree and qualified (published) individuals, who seek the college professor career track, can and do earn tenure-track teaching positions. Our most recent hire in Creative Writing (Gary Jackson) evidences this. This said, our program's faculty understands the highly competitive nature of gaining tenure-track employment. In the current academic job market, candidates with a Ph.D. in English or Creative Writing, with their additional pre-professionalization grooming, with additional time to publish and gain teaching experience, and with hiring committees composed of faculty with doctorates, are tending to secure tenure-track jobs more and more. Our program, with its Arts Management emphasis and our faculty mentorship, is designed and dedicated to educate students about the job skills and career characteristics they are gaining and to emphasize the possibilities of careers, beyond academia.

### **Library and Learning Resources**

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters):

The Marlene and Nathan Addlestone Library at the College of Charleston supports the diverse teaching and research needs of the institution. Addlestone Library encompasses 140,000 square feet, accommodates up to one million volumes, seats 1,400 patrons, offers 20 study group rooms, and maintains over 260 computer workstations. Computers are networked to seven high capacity laser printers; one color printer is available. Wireless access is available throughout the library. The library's collection consists of over 1,085,194 cataloged monographs, serials and other hard copy items, including 12,803 audiovisual items and 3,202 print subscriptions to journals/periodicals. Print subscriptions are supplemented by 388,290 electronic books and 110,032 electronic journals. Addlestone Library has sufficient holdings for the needs of graduate students in the MFA in Creative Writing Program. Holdings consist of over 71,585 literary works and monographs covering diverse aspects of literary scholarship and criticism. In addition to material and technology resources, the library employs 25 tenure track faculty librarians.

### **Student Support Services**

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters):

The following academic support resources are available to graduate students at the College of Charleston:

- a. Information Technology
- b. Center for Disability Services
- c. Office of Research and Grants Administration (ORGA)
- d. Center for Student Learning (CSL)
- e. Career Center

There is no additional costs associated with these services.

### **Physical Resources**

Identify any new instructional equipment needed for the proposed program. (500 characters)

No new instructional equipment is necessary to implement this program.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

No extraordinary physical facilities are necessary to implement this program. The College of Charleston main campus has adequate space to support the MFA program. Courses will be taught in existing classroom space in Maybank Hall and in two seminar rooms in English department office buildings—one in 5 College Way and one in 72 George Street. All classrooms have a computer with a projector, wireless internet access for students' laptops. Maybank Hall has moveable desks and tables for small-group work.

**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration (director's stipend of \$5,000 and .25 FTE based on average salary of \$68,000 + 32% benefits)*	\$27,400	\$27,400	\$27,400	\$27,400	\$27,400	\$137,000
Faculty and Staff Salaries (based on average departmental salary of \$68,000 + 32% benefits)**	\$59,900	\$112,200	\$112,200	\$112,200	\$112,200	\$508,700
Clerical/Support Personnel (.10 of FTE)	\$3,900	\$3,900	\$3,900	\$3,900	\$3,900	\$19,500
Graduate Assistants (4 at \$12,400)	\$24,800	\$49,600	\$49,600	\$49,600	\$49,600	\$223,200
Equipment						
Facilities						
Supplies and Materials (one time non-reoccurring allocation of \$2,500 for marketing in first year)	\$7,500	\$5,000	\$5,000	\$5,000	\$5,000	\$27,500
Library Resources						
Reading Series	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Post MFA Fellowship (2 at \$18,000 per year plus 18% benefits)	\$0	\$0	\$42,480	\$42,480	\$42,480	\$127,440
<b>Total</b>	<b>\$157,700</b>	<b>\$261,460</b>	<b>\$303,940</b>	<b>\$303,940</b>	<b>\$303,940</b>	<b>\$1,330,980</b>
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>

Tuition Funding***	\$123,011	\$266,524	\$266,524	\$266,524	\$266,524	\$1,189,107
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)						
Reallocation of Existing Funds (Faculty Costs)****	\$9,700	\$61,800	\$61,800	\$61,800	\$61,800	\$256,900
Reallocation of Existing Funds (Other)*****	\$13,900	\$13,900	\$31,900	\$31,900	\$31,900	\$123,500
Federal Funding						
Other Funding						
<b>Total</b>	\$146,611	\$342,224	\$360,224	\$360,224	\$360,224	\$1,569,507
<b>Net Total</b> (i.e., Sources of Financing Minus Estimated New Costs)	-\$11,089	\$80,764	\$56,284	\$56,284	\$56,284	\$238,527

\*\*Program administration consists of .25 FTE of a faculty member based on an average salary of \$68,000 and benefits of 32% committed to the program during the fall and summer as well as a stipend of \$5,000. The remaining .75 FTE for this faculty member is included under faculty costs.

\*\*Faculty salaries include only the costs of four courses in year one and eight courses in years 2 and beyond. Faculty costs for courses already being taught that have the capacity to absorb these students are not included.

\*\*\*Tuition funding is based on an in-state/out-of-state ratio of 90%/10%, projected from FY12 data, and a calculation of the per credit hour rate for tuition minus fees of \$343 in-state/\$1,098 out-of-state.

\*\*\*\*Reallocated faculty costs are based on faculty costs minus one new faculty line cost of \$55,000 + 32% benefits or \$72,600

\*\*\*\*\*Other reallocated costs include clerical/support personnel, \$10,000 previously assigned to the *Crazyhorse* Writers Conference, and the \$18,000 salary portion of the two post-MFA fellowships.

### **Budget Justification**

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

The cost for program administration is consistent with other graduate programs in terms of release time from teaching and a modest stipend for work performed outside the contract period. The director's duties include scheduling courses, promoting the program to prospective students, overseeing the application and selection process, advising students, and consulting with the department chair, the arts management program director, and the Graduate School Dean, fundraising, and overseeing the assessment plan.

The new faculty line is necessary because the program will require adding 7 additional courses to the schedule each year.

The four graduate assistantships are necessary for recruitment and retention of the most promising students.

Supplies and materials include paper/office supplies and promotional materials.

The reading series will provide students with exposure to a variety of working poets and fiction writers, giving them additional learning opportunities and contributing to a community of writers.

The two post-MFA fellowships will help support our best graduating students who hope to pursue teaching or another advanced degree. This teaching experience will enrich their resume and strengthen to their marketability and competitiveness.

### Evaluation and Assessment

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

The assessment of program and student learning goals in the MFA program will be integrated into and consistent with the institutional assessment processes as overseen by the Office for Institutional Effectiveness and Planning.

The following table contains Program Goals and assessment plans for each goal.

<b>MFA CREATIVE WRITING PROGRAM GOALS</b>	<b>ASSESSMENT METHOD</b>
<p><b>1.</b> Students graduating with an MFA in Creative Writing with either the Studio or Arts Management Emphasis will have a publishable body of work ready for submission to literary agents and publishers.</p>	<p>Alumni will be asked to provide information on their success with publishing and creative/scholarly activity and will be asked for additional feedback through a survey to confirm: (a) the effectiveness of the degree program's academic preparation for students, (b) the effectiveness of the degree program to prepare students to write for publication, and (c) the effectiveness and relevance of degree program's professional preparation for students. All MFA alumni will be contacted for this information and feedback every three years. Performance expected: 65% of students will publish their work within six years of graduating.</p>
<p><b>2. a)</b> Students, both in the Studio and Arts Management Emphasis will have reading, writing, and critical thinking skills valuable to multiple professional industries based in the humanities, i.e. editing, publicity, marketing, and/or promotion in publishing and the arts;</p> <p><b>b)</b> Students in the Arts Management emphasis will emphasize the management, organization, decision-making, and problem-solving skills in the areas of fundraising, financial management, marketing/audience development, artistic and educational programming, policy, governance, and volunteer management.</p>	<p>Alumni will be asked to provide information on their current employment and will be asked for additional feedback through a survey and questionnaire to confirm: (a) the effectiveness of the degree program's academic preparation for students, (b) the effectiveness of the degree program to prepare students to write for publication, and (c) the effectiveness and relevance of degree program's professional preparation for students. All MFA alumni will be contacted for this information and feedback every three years. Performance expected: 75% of students will be employed in a literary arts related field or in a field that utilizes their writing and critical thinking skills.</p>

The assessment will be conducted and the data reviewed by the program faculty, under the direction of the MFA Director, and it will coincide with the College of Charleston's campus-wide assessment efforts. Program evaluation data will be used to improve student learning and the overall program and to adjust programmatic content and shape programmatic content delivery. The success of students in securing employment, advanced degrees, national writing awards, and literary fellowships, and the success of students publishing (books and in national literary journals) will serve as a benchmark for evaluating both course content and the program. Relevant data from the program assessment will be collected at the appropriate evaluations points (i.e., post-academic coursework, pre-internship, post-internship, post-thesis defense, post- graduation). Data will be entered into Compliance Assist, the institutional assessment system at the College of Charleston. Overall summary and analysis of data for the program cohort will allow for critical analysis of coursework and pre-professional training. If changes are warranted given the data, course changes or programmatic changes will be made.

### Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
<p><b>1.</b> Students demonstrate understanding of the theoretical and historical contexts for the writing and reception of poetry and prose fiction, specifically in:</p> <p><b>a)</b> The literary history and the canons of American, English and World literatures;</p> <p><b>b)</b> The forms, genres and aesthetic principles of literatures in English.</p>	<p><b>a), b)</b> Measured through two critical analysis research papers completed in a 500-level English literature course taken the student's first year and in a 500-level English literature course taken the student's second year. All graduating MFA students will be assessed, each year. Performance expected: 80% of students will earn a B or better on the papers.</p>
<p><b>2.</b> Students will develop the discipline and behaviors appropriate to a professional writer, specifically how to:</p> <p><b>a)</b> Read and critique creative works in-progress while providing editorial feedback, as well as copyediting, formatting, stylistic, and structural recommendations; and work within the forms, genres and aesthetic principles of literatures in English;</p> <p><b>b)</b> Create a body of publishable poetry or fiction ready for submission to literary agents and publishers;</p>	<p><b>a), b)</b> Measured through the MFA thesis: a collection of poetry, short stories, or a novel that the student has written and revised over the course of four semesters. Final MFA theses will be evaluated with a common rubric developed by creative writing faculty. Students will submit a first draft with the professor's comments along with the final work. Students will be assessed on their ability to edit and revise their own work into a final book form. All graduating MFA students will be assessed, each year. Performance expected: 65% of students will score at the "accomplished" level on the rubric.</p>

- 3.** Student will develop creative literacy that allows one to:
- a)** Demonstrate control and understanding of their means of communication.
  - b)** Become more conscious of the social dimension of the practice of writing.
  - c)** Hone reading, writing, and critical thinking skills valuable to multiple professional industries (i.e. editing and publishing, publicity, marketing, and arts and multimedia management, business consulting, human resources).

Students in ENGL 701: Internship and ENGL 706: *Crazyhorse* Publishing Practicum, as well as internship site coordinators, will complete a pre- and post-survey assessing goals and goals met. Students will show significant development from pre- to post-survey.

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

### **Teacher or School Professional Preparation Programs**

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

**New Program Proposal  
 Bachelor of Science in Healthcare Administration  
 with Concentrations in Clinical and General  
 Francis Marion University**

**Summary**

Francis Marion University (FMU) requests approval to offer a program leading to the Bachelor of Science in Healthcare Administration with concentrations in Clinical and General to be implemented in January 2016. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of approval for the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal is attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	5/1/15	Not Applicable
ACAP Consideration	6/11/15	University representatives discussed the need for the proposed program. The representative from the SC Technical College System expressed support for the proposed program and requested that FMU collaborate and develop articulation agreements with the technical colleges.
Comments and suggestions from CHE staff sent to the institution	6/15/15	Staff requested the proposal be revised to: <ul style="list-style-type: none"> <li>• Provide state level employment data, if available.</li> <li>• Provide more information about the articulation agreement with Florence-Darlington Technical College as discussed at the ACAP meeting.</li> <li>• Explain any plans to collaborate with other institutions.</li> <li>• Review the cost chart for accuracy.</li> <li>• Include more detail about the library resources needed and the estimated funding identified for these resources in the cost chart.</li> </ul>
Revised Program Proposal Received	6/17/15	The revised proposal satisfactorily addressed all of the requested revisions.

Stages of Consideration	Date	Comments
CAAL Consideration	7/15/15	<p>The University's representatives described the program and the articulation agreement with the technical colleges. In response to Commissioner's question about the need for three references, representatives stated that this requirement is not burdensome and has been used in other programs to determine the candidates best suited for the program.</p> <p>The Commissioners asked about the integration of the two cohorts and the University's representatives explained the program is designed as one program with two options.</p> <p>Commissioners asked about the capacity of the area to support more clinicals. The University's representatives explained how the clinicals for the proposed program differ from other health programs in that the clinicals are not patient-care centered and instead focus on leadership positions.</p> <p>Commissioners also asked about support from hospitals in the region and for more information about the need for the program in the local area. The University's representatives explained the need and agreed to revise the proposal to include this information.</p>
Revised Program Proposal Received	7/31/15	The revised proposal satisfactorily addressed the requested revisions.

**Recommendation**

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to the Bachelor of Science in Healthcare Administration with concentrations in Clinical and General to be implemented in January 2016.



## **Background Information**

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters):

During Spring 2014 representatives of Florence-Darlington Technical College (FDTC) approached Francis Marion University (FMU) concerning the possibility of developing an upper division educational program for specific healthcare associate-degree students and graduates. The City of Florence is the regional center for healthcare in the Pee Dee region of South Carolina, and many associate-degree healthcare professionals located in the region are eager to earn baccalaureate degrees and advance their careers. A collaborative needs assessment completed by FDTC and FMU demonstrated that a significant number of associate-degreed healthcare professionals were seeking or would like to seek bachelor's degrees to prepare them for administrative and managerial positions, or for graduate education. FDTC and FMU have partnered on other programs, and FMU has a history of providing excellent baccalaureate and master's healthcare education, such as BSN, RN to BSN, and MSN degrees. Beginning in Fall 2016, Francis Marion will add a Master's in Physician Assistant Studies to its offerings. FMU is building a Health Sciences Building in downtown Florence—located in relatively close proximity to the FDTC downtown Health Sciences campus—which will further facilitate educational partnerships and cooperation.

The collaborative discussions between FMU and FDTC resulted in a proposed new interdisciplinary major, a Bachelor of Science in Healthcare Administration (HCA), which will be administered by the FMU Department of Nursing. The 120 hour HCA degree has two entry points, which are presented in this proposal as two tracks: a Clinical Track and a General Track. Students in both tracks will complete the same 30 semester hour major and complete a minimum 120 semester hour degree program. The Clinical Track is for healthcare professionals with an associate degree in the disciplines of Respiratory Care, Radiologic Technology, and Medical Laboratory Technology. Practitioners with a Respiratory Care, Radiologic Technology, or Medical Laboratory associate degree will be allowed to transfer a block of 60 semester hours into the HCA program and then must complete the general education and major requirements. This baccalaureate degree will enhance their knowledge and skills and their career prospects. The General Track is for traditional college students without associate degrees. They will complete the same HCA major requirements and general education requirements as the Clinical Track, but will also complete a minor or two collaterals in related areas of study approved by their advisor. With two large regional medical centers located in Florence, along with a thriving healthcare industry serving Northeastern South Carolina, it was determined that the General HCA Track was needed for students entering FMU without associate degrees but seeking employment in healthcare organizations. This General Track provides the traditional student with an education in healthcare administration and allows them to enhance their program by taking courses in a related minor or two collaterals.

## **MISSION STATEMENT**

The Bachelor of Science Healthcare Administration (HCA) major is offered by the Department of Nursing in collaboration with the Department of Political Science, Department of Psychology, Department of Sociology, and the School of Business. The Healthcare Administration major prepares graduates as leaders in healthcare organizations and for career advancement, life-long learning, and graduate education.

## **PROGRAM DESCRIPTION**

The Healthcare Administration major emphasizes the development of knowledge and skill in healthcare management, leadership, education, research, and practice. The required courses, along with the required general education curriculum, will prepare graduates to advance to leadership roles within healthcare organizations or within their own specific allied health discipline. This program places high

value on management, leadership, teaching, research, education, and advanced practice. The clinical capstone course is designed to apply upper-level skills by requiring students to develop a leadership project for implementation specific to the student's healthcare interest or allied health discipline. The program emphasizes life-long learning appropriate to the changing nature of the healthcare system and prepares graduates for a number of career paths, including but not limited to management, leadership, teaching, research, advanced practice, and graduate school.

The program is applicable to all undergraduate students interested in healthcare careers as well as allied health professionals who hold an associate's degree (Respiratory Care, Radiologic Technology, Medical Laboratory Technology, or a certified or licensed healthcare discipline deemed applicable by the Admissions, Progression, and Graduation Committee of the Department of Nursing). Courses in the 30 semester hour major will be offered online for both the Clinical (Associate Degree) Track and the General Track. The program is interdisciplinary in scope including a public administration course from Political Science, two courses (Finance and Leadership) from the School of Business, a health Psychology class and a medical Sociology course. The core of the program is 15 semester hours of coursework taught by the Department of Nursing in areas of healthcare policy, research, healthcare roles and population-based issues. The program reflects FMU's commitment to addressing the fact that rural counties with their racial and economic diversity remain grossly underserved.

## Major

Clinical Track (available only to students having completed an applicable associate's degree in Respiratory Care, Radiologic Technology, Medical Laboratory Technology, or a certified or licensed healthcare discipline deemed applicable by the Admissions, Progression, and Graduation Committee of the Department of Nursing):

A major in Healthcare Administration, Clinical Track, requires the following:

1. Sixty semester hours of transfer credit (towards FMU general education requirements and as general electives) from an associate's degree in the allied health professions of Respiratory Care, Radiologic Technology, Medical Laboratory Technology, or a certified or licensed healthcare discipline deemed applicable by the Admissions, Progression, and Graduation Committee of the Department of Nursing.
2. Interprofessional Healthcare (IPHC) IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 375, IPHC 445, IPHC 448, IPHC 451, IPHC 456, and IPHC 457. All courses in the major are offered online.
3. The minimum number of semester hours (transfer credits, major, general electives, **all** Francis Marion University general education requirements) is 120.

### General Track:

A major in Healthcare Administration, General Track requires the following:

1. IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 375, IPHC 445, IPHC 448, IPHC 451, IPHC 456, and IPHC 457. All courses in the major are offered online.
2. Minor/collateral requirements (two options)
  - a) An 18-hour minor approved by the faculty advisor (either Biology or Chemistry is recommended) OR
  - b) Two 12-hour collaterals approved by the faculty advisor (Biology and Chemistry are recommended)

3. The minimum number of semester hours (major, **all** general education requirements, a minor or two collaterals, general electives) is 120.

### **HEALTHCARE ADMINISTRATION COURSES**

**IPHC 215 Introduction to Public Administration** (3) (Prerequisite POL 101 or POL 103) (IPHC 215 is same as POL 215) Study of the nature of public administration in the United States with attention to policies of organization and management and to fiscal, personnel, planning, and public relations practices. Credit cannot be received for both IPHC 215 and POL 215.

**IPHC 301 Professional Role and Practice** (3:2-3) This course explores the past, present, and future of professional healthcare roles. Emphasis is placed on critical thinking and lifelong learning, professional values and philosophies, and socialization and role development of the healthcare professional, as well as the legal and ethical aspects of practice. This course will allow the students to develop career goals and a professional portfolio and to establish a focus for a student of a healthcare profession. This course provides the student with three hours of precepted clinical time each week with an expert in their specified healthcare discipline.

**IPHC 314 Health Psychology/Behavioral Medicine** (3) (Prerequisite: PSY 206 or permission of Psychology department) (IPHC 314 is same as PSY 314) Introduction to the affective, behavioral, and cognitive aspects of health and illness. Topics include such issues as lifestyle change, stress management, and chronic pain, as well as a survey of specific physical diseases which are known to involve a dominant psychological component. Credit cannot be received for both IPHC 314 and PSY 314.

**IPHC 334 Research in Practice** (3) (IPHC 334 is same as NRN 334) Examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published research with consideration of the utilization of research findings to develop evidence-based practice. Ethical considerations in research are addressed. Credit cannot be received for both IPHC 334 and NRN 334.

**IPHC 375 Sociology of Health and Medicine** (3) (Prerequisite: SOC 201 or permission of Sociology department) (IPHC 375 is same as SOC 375) Trends and group differences in health and illness; theoretical perspectives on health; the sick role; seeking and using health services; patient-practitioner relationships; caregiving issues; social organization of healthcare systems; international and cultural differences; medicalization of chronic conditions; current issues and problems. Credit cannot be received for both IPHC 375 and SOC 375.

**IPHC 445 Population-Focused Care** (3) Designed to develop the student's knowledge and skills in applying health promotion and disease prevention frameworks, and public health concepts, epidemiology, and environmental health issues with populations in the community. Content and clinical experiences are based on healthy people. Emphasis is placed on public health as a health partner; community assessment strategies; community partnerships; the design, implementation and evaluation of interventions for health promotion and /or disease prevention; social justice; and health policy implications.

**IPHC 448 Healthcare Policy Development** (3) (IPHC 448 is same as NRN 448) This course offers the student the opportunity to discuss healthcare policy and explore political system operations. Disparity in care and social inequity for vulnerable populations such as the uninsured, elderly, physically or cognitively disabled, and terminally ill are discussed. Current healthcare issues such as quality of care are analyzed. Funding of the US healthcare system, both private and public, is evaluated. Comparisons are made to other industrialized nations' healthcare systems. Value systems are analyzed as they impact healthcare reform. Emphasis is placed on the professional's role as a change agent in the political arena and healthcare system. Credit cannot be received for both IPHC 448 and NRN 448.

**IPHC 451 Healthcare Finance (3)** (Prerequisite: Admission to HCA program) (IPHC 451 is same as FIN 451) This course will introduce and prepare students to manage the finances of a healthcare organization. Students will be exposed to financial statements and their analysis, time value of money and its use in decision making, and capital budgeting and its use in the ongoing financial process of the organization. The course will also cover topics designed to determine the viability of projects. This course does not count toward the Bachelor of Business Administration (BBA) degree. Credit cannot be received for both IPHC 451 and FIN 451.

**IPHC 456 Leadership in the Healthcare Environment (3)** (Prerequisite: Admission to the School of Business or HCA program) (IPHC 456 is same as MGT 456) This course is designed to prepare students to assume leadership roles in a dynamic healthcare environment. It exposes students to the roles of leadership, organizational structure, and both organizational and industry-wide culture. Through assignments, self-assessments, and interactive/collaborative experiences, students gain insight into their own leadership and negotiating skills. Credit cannot be received for both IPHC 456 and MGT 456.

**IPHC 457 Professional Capstone Course (3:1-6)** This course provides the student with the opportunity to choose a specific area of in-depth study in their field. The student will be responsible for identifying an area in their specific discipline or career that needs in-depth appraisal and investigation. The expectations will be for students to develop a feasible plan of change, provide sound scientific rationale, and disseminate their findings in written and oral presentations.

FMU's mission is to make available excellent education programs for the people of the region and the state. The University offers bachelor's degrees in a wide range of liberal arts disciplines, as well as in the health sciences, education, and business. The University also offers professional degrees at the baccalaureate, master's, and specialist levels. The University responds to the needs of its region and the state through its academic programs.

List the program objectives. (2000 characters)

The baccalaureate program in healthcare administration prepares the graduate to:

1. Utilize the **liberal education** courses as the cornerstone for study and practice as a professional.
2. Incorporate the knowledge and skills in **leadership, quality improvement, and patient safety** in the provision of high quality healthcare.
3. Develop knowledge as to **safe, effective, and compassionate care** for all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves patient outcomes.
4. Incorporate **information management**, patient care technologies, and communication devices in providing safe and effective patient care.
5. Incorporate information on **healthcare policies**, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.
6. Demonstrate effective **inter-professional communication and collaboration** through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate **knowledge and skill** derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize **principles of legal ethical core values** of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan.
9. Utilize the **roles of provider of care, manager/coordinator of care**, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity.

### Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

In Spring of 2014 approximately 25% of FMU undergraduate students were enrolled in health science majors (Nursing, Pre-professional, etc.). These statistics reflect both the University's commitment to expand health science programs and students' awareness of the number of rewarding careers in the health science industry. Given FMU's commitment to addressing regional workforce and community needs and the growth in the healthcare industry, these numbers are likely to increase.

United States Census Bureau data indicate that in South Carolina during the fifteen year period from 1997 until 2007 jobs in Healthcare and Social Assistance increased by 29%. In the same time period the number of Healthcare and Social assistance establishments in South Carolina increased by 23%. The 2009 Higher Education Study Committee report "Leveraging Higher Education for a Stronger South Carolina" cites Healthcare and Social Assistance as an industry sector that is expected to grow by at least 15% in the seven years between 2009 and 2016. The recommendations of the report are aimed at providing workforce training for high growth sectors such as healthcare.

Recent Census statistics from 2013 find that in Florence County, South Carolina 23% of all employees work in Healthcare and Social Assistance. Those employees earned 31% of payroll dollars during 2013.

Over a three year period including academic year 2010-2011, 2011-2012, and 2012-2013 FDTC graduated 115 students in the areas of Respiratory Care, Radiologic Technology, and Medical Laboratory Technology, which is an average of 38 graduates per year.

In the Summer of 2014, FMU in cooperation with the Director of Allied Health Professions at FDTC conducted a survey of 79 FDTC students active in the various programs. The survey yielded the following percentages of those responding:

- Would you be interested in a BS in Healthcare if it required only 2 more years beyond your AS degree? Yes - 82%
- Would you be interested in a BS degree in Healthcare offered by FMU? Yes - 93%
- If interested, when would you like to start the BS degree
  - 2014 - 7%
  - 2015 - 55%
  - 2016 - 27%
  - 2017 - 7%
  - 2018 - 4%
- Have you ever “looked-into” a Bachelor of Science in Healthcare Yes - 57%

The need for baccalaureate-prepared healthcare professionals is increasing related to the expansion of healthcare facilities into complex models of care. Healthcare organizations are serving patients, families, and groups in a variety of settings that range from acute care to outpatient and homecare. The science of healthcare is increasingly becoming more complex and diverse, warranting additional education. Interprofessional collaboration is further calling for healthcare team members to be more equally educated in order to better contribute to safe and efficient patient care.

Originally the idea of a Bachelor in Science program was triggered by the discipline of Respiratory Therapy (RT), which is currently discussing the need for more Certified Respiratory Therapists (CRT) to be educated at the baccalaureate level in order to move into more autonomous positions, including management, quality improvement and education. Discussions conducted by the RT professional organization and the certification body predict an educational paradigm shift from an associate degree entry level to a baccalaureate degree entry level in the future (Kacmarck, Barnes, and Durbin, 2012; National Board for Respiratory care, 2010). Several different factors already exist to promote baccalaureate education for career advancement and expansion. RT certified and educated at the baccalaureate level is needed for management, teaching, and quality improvement projects. Discussions quickly realized that RT is only one of several associate-degreed healthcare professionals that materialized in the second half of the 20<sup>th</sup> Century to care for the ever-increasing specializations of healthcare diagnostics and therapeutics.

Upon further investigation, it became evident that there is a need for students (both traditional and associate degree graduates) to be educated at a baccalaureate level for administrative and logistics positions in healthcare systems. The employment opportunities for students to organize, manage, and innovate healthcare organizations and systems are evident as outlined by employment data previously cited. This degree will provide students with the opportunity to manage healthcare departments, track healthcare data, implement change, and contribute to safe patient care outcomes.

McLeod Regional Medical Center and Carolinas Hospital System are partners with Francis Marion University and the University of South Carolina in the Pee Dee Health Education Partnership. This consortium, which was approved by the Commission on Higher Education in October 2008, provides a framework for the development and delivery of healthcare related degree programs for the benefit of the Pee Dee region and the state of South Carolina. Both McLeod Regional Medical Center and Carolinas Hospital System have expressed their support for the Bachelor of Science in Healthcare Administration. Growth of healthcare organizations in the region has created a need for managers who possess clinical and technical expertise and administrative skills. For that reason, McLeod and Carolinas have endorsed the proposed program, which they say will benefit current employees who are furthering their education and will prepare undergraduate students for employment opportunities in healthcare management. (The letters of support from McLeod Regional Medical Center and Carolinas Hospital System are appended to this proposal.)

**Employment Opportunities**

Is specific employment/workforce data available to support the proposed program?

- Yes  
 No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
Medical and Health Care Managers	2012 315,500 (U.S.)	2022 388,800 (U.S.)	<a href="http://www.bls.gov/ooh/management/medical-and-health-services-managers.htm#tab6">http://www.bls.gov/ooh/management/medical-and-health-services-managers.htm#tab6</a>

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

The US Department of Labor Statistics, Bureau of Labor Statistics projects that employment of medical and health services managers will grow 23 percent in the decade from 2012 to 2022. This compares to a projected growth of 11% for all occupations and a 7% growth for management occupations in general over the same decade (U.S. Bureau of Labor Statistics, Employment Projections program). Medical and health services managers held about 315,000 jobs nationwide and the number is projected to grow by 73,300 jobs to 388,800 by 2022. In 2012 these jobs would be broken down by sector as follows: Hospitals (state, local and private) 39%, Ambulatory Health Care Services 26%, Nursing and Residential Care Facilities 11% and Government 8%.

In 2012 Bureau of Labor Statistics data indicated that the median salary for medical and health service managers in the United States was \$88,580. Data indicate that the lowest 10 percent earned less than \$53,940 and the top 10 percent more than \$150,560.

Bureau of Labor Statistics from May of 2014 specific to South Carolina indicate an annual mean salary for Medical and Health Services Managers at \$89,220 and a location quotient for South Carolina of 1.05. A location quotient shows that occupation's share of an area's employment relative to the national average. South Carolina's 1.05 indicates that national projections of an employment growth of 23% for Medical and Health Service managers from 2012 to 2022 is a reasonable projection for the state.

Important to note is that the same May 2014 data from the Bureau of Statistics find Florence to have the ninth highest concentration of Medical and Health Managers jobs among metropolitan areas nationwide. Florence's location quotient is 1.93 indicating that in the Florence area Medical and Health Service Managers jobs, as a portion of all jobs in the area, is almost twice the national average. Such is no doubt yet another indicator of the vibrancy of medical and health employment in the Florence area.  
<http://www.bls.gov/oes/current/oes119111.htm#%289%29>

The US Department of Labor and Statistics predicts the following job outlook for 2012-2022 for specific associate degree entry healthcare professionals. Growth in any healthcare profession will warrant higher education of some members of the profession to organize, teach, and investigate patient care outcomes. Table A.1. demonstrates predicted growth in several of these healthcare professions.

Table A. 1. US Department of Labor Statistics on selective healthcare profession growth.

<b>Occupation</b>	<b>Predicated growth in numbers needed</b>	<b>2012 Median Pay</b>
Diagnostic medical sonographers and cardiovascular technologists and technicians, including vascular technologists	39%	\$60,350 per year
Nuclear Medical Technicians	20%	\$70,180 per year
Radiologic and MRI Technologists	21%	\$55,910 per year
Respiratory Therapists	19%	\$55,870 per year

US Department of Labor and Statistics, <http://www.bls.gov/ooh/healthcare/home.htm>

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

Six courses within the HCA major will be cross listed with coursework in other disciplines (Business 1, Nursing 2, Political Science 1, Psychology 1, and Sociology 1) and those six courses fulfill requirements for majors within those disciplines. HCA majors will increase the student population within these six courses and require that sections of these courses are taught online. Department Chairs or School Deans have committed to online sections.

**List of Similar Programs in South Carolina**

<b>Program Name</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
Health Science, Health Services Administration Concentration	Clemson University	Preparation for careers in the healthcare industry.	The proposed FMU program is a major and has a track for associate degree graduates.
Health Administration (B.S. Completion)*	Coastal Carolina University	Preparation for careers in the healthcare industry.	The proposed FMU program has two tracks, one for traditional undergraduates as a major and the other track is designed for associate degree graduates in Respiratory Care, Radiologic Technician and Medical Laboratory Technician.
Health Care Management Certificate Program	Lander University	Preparation for careers in the healthcare industry.	The proposed FMU program is a major and has a track for associate degree graduates.
Bachelor of Science in Business Administration, Healthcare Option, Minor in Healthcare	Winthrop University	Preparation for careers in the healthcare industry.	The proposed FMU program is a major and has a track for associate degree graduates.

**Description of the Program**

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-2016	10	120*	15	180	15	90
2016-2017	20	240	20	240	20	120
2017-2018	25	300	25	300	25	150
2018-2019	25	300	25	300	25	150
2019-2020	25	300	25	300	25	150

\*Hours within the major only

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

Clinical Track (available only to students having completed an applicable associate's degree in Respiratory Care, Radiologic Technology, Medical Laboratory Technology, or a certified or licensed healthcare discipline deemed applicable by the Admissions, Progression, and Graduation Committee of the Department of Nursing):

**ADMISSION REQUIREMENTS (Clinical Track Only)**

Applicant's previous overall academic success is the primary factor considered for admission to the program. Admission requirements will be administered by the Department of Nursing. In addition, the Department of Nursing seeks to assure diversity among its applicants and student body. Prior clinical experience and a commitment to healthcare are also valued. To be considered for admission, applicants must have a completed FMU application file including the following:

- 1) a copy of the student's acceptance to the University,
- 2) three professional references (preferably instructors and employers),
- 3) an official transcript verifying an associate's degree in an allied health profession,
- 4) a copy of the applicant's current unencumbered license or certificate.

Applications are available on-line at <http://www.fmarion.edu>.

General institutional admission requirements will apply to students in the General Track.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Francis Marion developed the Healthcare Administration major at the request of and in consultation with Florence Darlington Technical College (FDTC). FMU has a general bridge program agreement with FDTC. In addition, Francis Marion has signed a letter of intent to develop a general transfer agreement with the South Carolina Technical College System.

The proposed Healthcare Administration program, in the case of the Clinical Track, will permit any associate degreed graduates in Respiratory Care, Radiologic Technology, Medical Laboratory Technology, or a certified or licensed healthcare discipline deemed applicable by the Admissions, Progression, and Graduation Committee of the Department of Nursing to transfer a block of 60 semester hours to Francis Marion.

FMU welcomes the opportunity to pursue collaboration with Coastal Carolina University's Health Administration-BS Completion program. FMU has communicated to CCU its intent to propose a healthcare administration program. The proposed FMU program differs in two important ways from the CCU program. First, the FMU program while including Business courses, takes a more interdisciplinary approach in addressing healthcare policy and practice. Second, the CCU program requires that students have an associates or bachelor's degree and the FMU program does not have such a requirement. Such allows the more traditional, on campus FMU student to pursue training in healthcare administration.

**Curriculum**

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

<b>Curriculum by Category*</b>					
<b>Healthcare Administration: Clinical Track</b>					
General Education Requirements (Bachelor of Science) 48 semester hours	Transfer of 60 semester hours for associate of science degree and any general education hours already completed	Healthcare Administration Major 30 semester hours		Minimum Total Semester Hours 120	
<b>Healthcare Administration: General Track</b>					
General Education Requirements (Bachelor of Science) 48 semester hours	Minor 18 semester hours or two Collaterals of 12 semester hours each	Healthcare Administration Major 30 semester hours	Electives 18-24 semester hours	Minimum Total Semester Hours 120	

\* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required

120 semester hours

**Course Descriptions for New Courses**

<b>Course Name</b>	<b>Description</b>
<b>Interprofessional Healthcare (IPHC) 301 Professional Role and Practice</b>	<b>IPHC 301 Professional Role and Practice (3:2-3)</b> This course explores the past, present, and future of professional healthcare roles. Emphasis is placed on critical thinking and lifelong learning, professional values and philosophies, and socialization and role development of the healthcare professional, as well as the legal and ethical aspects of practice. This course will allow the students to develop career goals and a professional portfolio and to establish a focus for a student of a healthcare profession. This course provides the student with three hours of precepted clinical time each week with an expert in their specified healthcare discipline.
<b>IPHC 445 Population-Focused Care</b>	<b>IPHC 445 Population-Focused Care (3)</b> Designed to develop the student's knowledge and skills in applying health promotion and disease prevention frameworks, and public health concepts, epidemiology, and environmental health issues with populations in the community. Content and clinical experiences are based on healthy people. Emphasis is placed on public health as a health partner; community assessment strategies; community partnerships; the design, implementation and evaluation of interventions for health promotion and /or disease prevention; social justice; and health policy implications.
<b>IPHC 451 Healthcare Finance</b>	<b>IPHC 451 Healthcare Finance (3)</b> (Prerequisite: Admission to HCA program) (IPHC 451 is same as FIN 451) This course will introduce and prepare students to manage the finances of a healthcare organization. Students will be exposed to financial statements and their analysis, time value of money and its use in decision making, and capital budgeting and its use in the ongoing financial process of the organization. The course will also cover topics designed to determine the viability of projects. This course does not count toward the Bachelor of Business Administration (BBA) degree. Credit cannot be received for both IPHC 451 and FIN 451.
<b>IPHC 456 Leadership in the Healthcare Environment</b>	<b>IPHC 456 Leadership in the Healthcare Environment (3)</b> (Prerequisite: Admission to the School of Business or HCA program) (IPHC 456 is same as MGT 456) This course is designed to prepare students to assume leadership roles in a dynamic healthcare environment. It exposes students to the roles of leadership, organizational structure, and both organizational and industry-wide culture. Through assignments, self-assessments, and interactive/collaborative experiences, students gain insight into their own leadership and negotiating skills. Credit cannot be received for both IPHC 456 and MGT 456.
<b>IPHC 457 Professional Capstone Course</b>	<b>IPHC 457 Professional Capstone Course (3:1-6)</b> This course provides the student with the opportunity to choose a specific area of in-depth study in their field. The student will be responsible for identifying an area in their specific discipline or career that needs in-depth appraisal and investigation. The expectations will be for students to develop a feasible plan of change, provide sound scientific rationale, and disseminate their findings in written and oral presentations.

**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Professor of Nursing	Full	Interprofessional Healthcare (IPHC) 457, Professional Capstone Course, Summer, 3 Semester Hours	Ph.D. Widener University, PA Nursing Science	Chair, Department of Nursing Coordinator, Healthcare Administration Major
Assistant Professor of Nursing	Full	IPHC 301, Professional Role and Practice, Fall, 3 Semester Hours	D.N.P. Nursing Practice Duquesne University	
Assistant Professor of Nursing	Full	IPHC/Nursing 334, Research in Practice, Fall, 3 Semester Hours	D.N.P. Nursing Practice Duquesne University	Coordinator RN to BSN Program Masters of Business Administration
		IPHC 445, Population-Focused Care, Spring, 3 Semester Hours		
		IPHC/Nursing 448, Healthcare Policy Development, Spring, 3 Semester Hours		
*Assistant Professor of Nursing	Full	IPHC courses taught in the Department of Nursing	D.N.P.	In the third year, if enrollment warrants, add a new faculty member
Associate Professor of Political Science	Full	IPHC/ Political Science 215, Introduction to Public Administration, Fall, 3 Semester Hours	Ph.D. University of Tennessee, Political Science	

Professor of Psychology	Full	IPHC/Psychology 314, Health Psychology/Behavior Medicine, Fall, 3 Semester Hours	Ph.D. University of South Carolina, Clinical/Community Psychology	Chair, Department of Psychology
Professor of Sociology	Full	IPHC/Sociology 375, Sociology of Health and Medicine, Spring, 3 Semester Hours	Ph.D. University of South Carolina, Sociology	Chair, Department of Sociology
Professor of Financial Management	Full	IPHC/Finance 451, Healthcare Finance, Spring, 3 Semester Hours	Ph.D. University of Mississippi, Finance	WBSC Professor of Financial management, Coordinator of Finance Program
Assistant Professor of Management	Full	IPHC/Management 456, Leadership in the Healthcare Environment, Summer, 3 Semester Hours	Ph.D. University of North Carolina, Charlotte, Information Technology	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	Staff	Administration
.714*	.10	.10

\* 15 semester hours of new courses taught each year as a proportion of a 21 semester hour FMU FTE

**Faculty /Administrative Personnel Changes**

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

The current Chair of the FMU Department of Nursing will add Coordinator of the Healthcare Administration major to current duties. Nursing Student Services Coordinator will add duties associated with the new program. Also, faculty will have their current teaching loads adjusted to accommodate teaching courses in the Healthcare Administration major.

In year 3, if the program grows as expected, an additional faculty member will be hired to support the program.

### **Library and Learning Resources**

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

#### **Library and Learning Resources:**

In addition to the 627 print subscriptions of journals and newspapers, the James A. Rogers Library provides access to more than 142 online databases, 330,000 e-books and 34,000 accessible e- journals. All students, faculty, and staff (including those at off-campus locations) have 24/7 access to online resources and can access additional library and learning resources through PASCAL, the Partnership Among South Carolina Academic Libraries and via Interlibrary Loan. The library seats 475, contains 77,000 square feet and is open 85.5 hours weekly.

Library Instruction is available to all students in a variety of formats including face to face, classroom, via text, phone, or through Chat Reference. LibGuides (Library Guides) for disciplines are available online for ease of access to resources directly related to the subject. Library Liaisons work closely with the departments to identify resources and services tailored to meet the needs of FM's students.

Resources specific to the Healthcare Administration major include:

#### **Databases**

Business Source Premier  
Academic Search Complete  
MasterFILE Premier  
Medline

#### **Books**

Healthcare Administration – 63 titles  
Health Administration – 608 titles

#### **Print and electronic Journals**

A search of our A-to-Z title list shows that we currently have access to 101 print & electronic journals indexed under "Health Services Administration":

<http://atoz.ebsco.com/Titles/Subject/10663?subjectId=21305&subjectName=Health%2BServices%2BAdministration&resourceType=1&resourceTypeName=journalsOnly>

### **Student Support Services**

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

#### **STUDENT SUPPORT SERVICES**

##### **Writing Center**

The FMU Writing Center is open to all learners who need assistance in improving their writing skills, and for the review of papers and written projects. A consultant from the Writing Center is also available in the Tutoring Center. Assistance with writing and/ or tutoring is offered in person or online.

##### **Advisement**

Every HCA student will be assigned an advisor who teaches or is thoroughly familiar with their track. Advisement is done every semester or as needed.

##### **Blackboard Learn System**

The Blackboard Learn System is used for all courses in proposed program. The platform is used for

communication with learners, posting of syllabi and other course information, and posting of grades. Some faculty members use the system to post quizzes, and use the assignment feature for receiving learner papers. Learners receive orientation to the system when they enter the program in their first classes.

For learners whose classes are primarily online there is assistance from faculty via email and phone, the IT desk at FMU via email and phone, and help from the Blackboard Learn platform. The library, writing center, tutoring center can all be accessed online. The registrar, financial aid, Testing and Counseling Center can all be accessed by phone. Learners are required to have access to a personal computer.

### **Counseling and Testing Center**

FMU supports a Counseling and Testing Center that provides placement testing, aptitude testing, and psychological testing for learners, as well as counseling and ADA services. Referrals are made to community agencies/providers as needed.

The Director of the Center also serves as FMU's ADA officer. The Director assists learners in determining reasonable accommodations, and acts as a liaison between learners and faculty in achieving appropriate accommodations for learners. Online learners will have access to the counseling center via phone, Skype and email.

### **Physical Resources**

Identify any new instructional equipment needed for the proposed program. (500 characters)

None

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

None

**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	18,097	18,277	18,460	18,645	18,831	92,310
Faculty and Staff Salaries	80,897	101,573	93,540	94,445	95,390	465,845
Graduate Assistants						
Equipment	5,000	10,000	10,000	10,000	10,000	45,000
Facilities						
Supplies and Materials	5,000	5,000	20,000	20,000	20,000	70,000
Library Resources	10,000	12,000	15,000	15,000	15,000	67,000
Other*						
<b>Total</b>	118,994	146,850	157,000	158,090	159,221	740,155
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	121,825	200,480	257,700	265,050	272,650	1,117,705
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
<b>Total</b>	121,825	200,480	257,700	265,050	272,650	1,117,705
<b>Net Total (i.e., Sources of Financing Minus Estimated New Costs)</b>	2,831	53,630	100,700	106,960	113,429	377,550

CHE  
9/3/15  
Agenda Item 5.02.A.4

\*Provide an explanation for these costs and sources of financing in the budget justification.

### Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

As stated in the Faculty/Administrative Personnel Changes section above, if the program grows as expected, in the third year an additional faculty member will be hired to support the program. The salary of the new hire results in slightly less faculty salary expenses in the third year. Faculty salary expenses have, where possible, been based on which faculty might actually teach the course.

The budget projects annual salary increases of 1% per year and tuition increases of 3%.

### Evaluation and Assessment

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Program evaluation will be accomplished by three assessment methods to include:

1. Graduate satisfaction at six (6) to twelve (12) months post-graduation.
2. Graduate employment at six (6) to twelve (12) months post-graduation.
3. Employer satisfaction at six (6) to twelve (12) months post-graduation.

The following procedure will be followed:

- Senior students in their last semester verify their current mailing and email addresses (FMU email addresses are active for an extended period of time).
- At 5-1/2 months post-graduation the graduate is emailed that a survey is forthcoming.
- At six (6) months post-graduation a survey is mailed to the graduate with a self-addressed stamped envelope form FMU.
- The returned student satisfaction and employment surveys will contain the names and addresses of employers. Within twelve (12) months post-graduation the employer survey will be mailed with a self-addressed stamped envelope.
- Program assessment includes data aggregation of all student learning outcomes and program outcomes after the first year. After the second year of the program two (2) years of data will be aggregated to inform faculty of needed program improvements. After the third year assessment data will be aggregated for three years from that point on. Program improvements will be based directly on the results of aggregated assessment data and faculty input.

**Student Learning Assessment**

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
1. Utilize the <b>liberal education</b> courses as the cornerstone for study and practice as a professional.	Liberal arts courses will be synthesized in the development of a professional portfolio during the IPHC 301, Professional Role and Practice course. The portfolio will include a professional values statement, philosophy, career and life-long learning goals. In order to meet the criteria for developing a portfolio the student will need to utilize their knowledge, skills, and attitude developed in their general education and pre-requisite courses.
2. Incorporate the knowledge and skills in <b>leadership, quality improvement, and patient safety</b> in the provision of high quality healthcare.	Students will analyze their leadership through a self-assessment assignment for their chosen area of healthcare administration in IPHC 456, Leadership in the Healthcare Environment. IPHC 457, Professional Capstone course will require students to develop a specific quality improvement project that will affect patient care.
3. Develop knowledge as to <b>safe, effective, and compassionate care</b> to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves patient outcomes.	Demonstration of knowledge as to safe, effective, and compassionate care to individuals and/ or aggregate groups will be assessed in IPHC 301, Professional Role and Practice through precepted hours with a chosen health professional. In addition, Healthcare of aggregate cohorts will be addressed in IPHC 445, Population-Focused Care by having students complete a windshield assessment project. Evidence-based practice will be addressed in IPHC 334, Research in Practice by having the student appraise research articles.
4. Incorporate <b>information management</b> , patient care technologies, and communication devices in providing safe and effective patient care.	Student will utilize information management in IPHC 451, Healthcare Finance by developing financial statements analysis and in IPHC 301, Professional Role and Practice because patient information documentation systems are used and the appropriate use of them will be evaluated by the student's preceptor.
5. Incorporate information on <b>healthcare policies</b> , including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.	Healthcare policies will be addressed in depth in the IPHC 215, Introduction to Public Administration by analyzing healthcare policies that directly affect the student's discipline. In addition, in IPHC 448, Healthcare Policy Development students will complete a change project to demonstrate their role in effecting policy change and development.

6. Demonstrate effective **inter-professional communication and collaboration** through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.

Interprofessional communication as a skill will be assessed in the IPHC 456, Leadership in Healthcare Environment in the quality improvement project.

7. Integrate **knowledge and skill** derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.

The knowledge and skills derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision of holistic care to individuals, families, groups, communities, and populations across the life span will be verified in the windshield assessment completed in IPHC 445, Population-Focused Care.

8. Demonstrate and utilize **principles of legal ethical core values** of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan

Ethical and legal healthcare issues will be assessed by written thesis development in IPHC 314, Health Psychology/Behavioral Medical and IPHC 375, Sociology of Health and Medicine.

9. Utilize the **roles of provider of care, manager/coordinator of care**, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity.

Healthcare administration students will be assessed in IPHC 301, Professional Role and Practice through precepted hours with a chosen health professional.

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

### **Teacher or School Professional Preparation Programs**

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

CAROLINAS  
HOSPITAL SYSTEM

805 PAMPLICO HIGHWAY  
P.O. Box 100550  
FLORENCE, SC 29501-0550  
(843)674-5000  
www.carolinashospital.com

July 22, 2015

Commission on Higher Education  
1122 Lady Street  
Columbia, South Carolina 29201

Dear Commissioners:

I would like to express my support for the new Bachelor of Science in Healthcare Administration Program proposed by Francis Marion University.

The program will offer an opportunity for many of our hospital employees who already possess an associate degree in Respiratory Care, Radiologic Technology or Medical Laboratory Technology to enhance their career choices by completing the 4-year degree program in Healthcare Administration. The proposed program will build on their clinical skills to further develop and enhance their management and leadership capabilities. This not only advances the professional development of the individual but also provides a needed resource of more broadly educated healthcare professionals for our hospital. It is our preference to promote our current employees to supervisory and management positions than to seek others outside of our community to fill these roles.

We endorse the proposed program in Healthcare Administration as a contribution to workforce development in the Pee Dee region and the state, and join with Francis Marion University in recommending approval.

Sincerely,



Darcy Craven  
Chief Executive Officer

# McLeod Health

## The Choice for Medical Excellence

July 21, 2015

Dr. Peter King  
Assistant Provost  
Francis Marion University  
Post Office Box 100547  
Florence, SC 29501-0547

Dear Dr. King,

McLeod Regional Medical Center of Florence, South Carolina is encouraged to learn of Francis Marion University's intention to develop an educational curriculum for a Bachelor of Science degree in Healthcare Administration. The clinical and health care technology sciences have grown steadily over the years as health care needs in our area of the south east have grown. The result is greater need for managers who possess both the clinical and technical expertise as well as the unique skills for effective health care management.

As you are aware, many clinical providers in South Carolina are trained in our technical colleges. We are happy to learn that Francis Marion University has incorporated into the curriculum development the necessary articulation pathways for individuals who may be furthering their education after associates degree level education. Individuals seeking employment opportunities in health care management will also benefit from a Healthcare Administration degree as their primary college education.

Management skills in fiscal responsibility, human resource support, continuous improvement and problem solving are required at every level of management in complex health systems in order to provide the health care value in our towns and communities. Please share our endorsement of the Healthcare Administration Baccalaureate Degree with the Commission on Higher Education. As you develop this program, please keep us informed.

Again, thank you for assessing our educational and workplace needs and acting responsively.

Sincerely,



Marie G. Segars  
Administrator  
McLeod Regional Medical Center

MGS/sm

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**New Program Proposal  
 Master of Science in Cardiovascular Perfusion  
 Medical University of South Carolina**

**Summary**

The Medical University of South Carolina (MUSC) requests approval to offer a program leading to the Master of Science in Cardiovascular Perfusion to be implemented in Fall 2016. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of review for the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal is attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	5/1/15	Not Applicable
ACAP Consideration	6/11/15	ACAP discussed the length of the proposed program as well as the need for the program, explaining that the proposed master's program will replace the existing bachelor's degree program. ACAP members then expressed support for the proposed program.
Comments and suggestions from CHE staff sent to the institution	6/15/15	Staff requested the proposal be revised to: <ul style="list-style-type: none"> <li>• Explain in more detail why such length (87 credit hours) is necessary.</li> <li>• Provide the total FTE needed for the program for each role.</li> <li>• Clearly state that the existing bachelor's degree program will be terminated once the new program is implemented as well as explain the overall transition or phase-out plan of the existing program.</li> </ul>
Revised Program Proposal Received	6/24/15	The revised proposal satisfactorily addressed all of the requested revisions.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
CAAL Consideration	7/15/15	<p>The University's representative explained cardiovascular perfusion, described the need for the program, and responded to a Commissioner's question about the need to move the program to the master's degree level. The representative also explained the difference between the two programs being proposed: the traditional master's degree program and the post-professional master's degree program.</p> <p>Commissioners asked about the use of and pay for adjunct faculty. The University's representative stated that adjunct faculty for the program will be faculty employed in other departments at the institution.</p>

**Recommendation**

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to the Master of Science in Cardiovascular Perfusion to be implemented in Fall 2016.

Name of Institution: Medical University of South Carolina

Name of Program (include concentrations, options, and tracks)  
Masters of Science Degree in Cardiovascular Perfusion

#### Program Designation

- Associate's Degree                       Master's Degree  
 Bachelor's Degree: 4 Year             Specialist  
 Bachelor's Degree: 5 Year             Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)  
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation  
Fall 2016

CIP Code  
510901

Delivery Site(s)  
College of Health Professions  
Medical University of South Carolina

#### Delivery Mode

- Traditional/face-to-face\*  
\*select if less than 50% online
- Distance Education  
 100% online  
 Blended (more than 50% online)  
 Other distance education

Program Contact Information (name, title, telephone number, and email address)

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## Institutional Approvals and Dates of Approval

This proposal has been reviewed and approved by the following internal review bodies at MUSC:

College of Health Professions Leadership Council	August 21, 2014
Education Advisory Committee	February 3, 2015
Deans' Council	February 16, 2015
Senior Leadership Council	February 24, 2015
Board of Trustees	April 9, 2015

## Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

**The College of Health Professions at MUSC proposes to offer an 87-credit hour Master of Science in Cardiovascular Perfusion.** This program is consistent with the mission of MUSC to preserve and optimize human life in South Carolina and beyond. The current Cardiovascular Perfusion Program at the Medical University of South Carolina, which was first established in 1979, continues to offer a baccalaureate degree and is fully accredited by the Accreditation Committee for Perfusion Education.

The role of the perfusionist as the operator of the heart-lung machine during complex open heart surgery demands a highly skilled, knowledgeable and mature individual and this is compatible with graduate level education. Therefore, as the technology has advanced and with an increased demand for the clinical skills to manage high risk patients, additional training has been added to the undergraduate curriculum. The course content in the current MUSC bachelor's degree program has evolved to a graduate level, with clinical research being an integral part of the curriculum. The number of credit hours (CH) in the current MUSC bachelor's degree program (Total CH 84, didactic CH 54 and clinical CH 30) exceeds the mean for the 7 existing graduate perfusion programs in the U.S (total CH 56, didactic CH 38, clinical CH 18). Of the current 16 cardiovascular perfusion training programs in the U.S., 12 (75%) are already at a post-baccalaureate level (7 graduate level and 5 post baccalaureate certificate programs). The proposed new Master's Degree program will have a total of 87 CH, of which 57 CH will be didactic and 30 CH clinical training. We recognize this is a high number of total credit hours; however, the didactic hours are necessary to meet the research requirements of the program and to deliver increased course content related to heart assist device technology. The clinical hours are necessary as clinical training requires one on one training during multiple operative procedures in order to develop the competencies related to the operation of the heart-lung machine during complex cardiac surgical procedures. There is a tremendous responsibility in operating the heart-lung machine and intensive training through clinical experiences is necessary to meet the required competencies.

**At the present time, MUSC is one of only 4 bachelor's degree programs in the US.** In order for

MUSC graduates to be competitive in the job market for entry level perfusionists, it is important that their work is recognized at the graduate level.

The Master's Degree Program will begin in 2016 and the B.S. in Cardiovascular Perfusion will terminate in 2017, one year after the Master's Degree Program is started, in order to allow students that are currently enrolled in the B.S Program to complete the program. No B.S. students will be moved into the new program, but they may be eligible to enter the proposed Post Profession M.S. degree program once they finish the B. S. Program and are certified by the ABCP. If they were to choose to apply to the master's program they would incur the cost of the post-professional program.

List the program objectives. (2000 characters)

1. **To provide a strong foundation in didactic and clinical skills for the treatment of all patients requiring cardiovascular services with an emphasis on elderly and pediatric patients.** Surgery that is performed on patients with complex medical and cardiac problems requires an increased knowledge base for practicing cardiovascular perfusionists. These patients have an increased risk for mortality and post-operative complications. Increased survival with low morbidity is an important outcome that is improved by higher education.
2. **To provide a strong foundation in didactic and clinical skills in the application of cardiac assist devices.** Congestive heart failure is the fastest-growing area of cardiovascular disease with an annual at increase of nearly 5% per year. Many more patients will require cardiac assist devices in the future because of the limited number of heart transplant donors.
3. **To remain competitive in the recruitment of applicants** as many other programs already offer a graduate degree. Nearly 70% of the enrolling MUSC perfusion students today already have a baccalaureate degree. Because of this, they are unable to receive government aid for tuition in MUSC's existing BS in Cardiovascular Perfusion Program. Therefore, they depend on loans from banks at higher interest rates which significantly increase their student debt.
4. **To increase the opportunities for job placement** and advancement in the perfusion profession for graduates. Graduate level students are more competitive in the job market.
5. **To enhance the research component of the curriculum** at a level commensurate with a master's curriculum. Graduate level education provides the necessary research skills for the

delivery of evidenced-based clinical patient care. The President of the American Academy of Cardiovascular Perfusion endorsed graduate education when he said, “Graduates who possess graduate degrees are ideally suited to become the individuals who lead the next technological revolution in perfusion technology. Without trained scientists, our profession will disappear as a mere footnote in medical history.” Improvement in medical and surgical care requires training in research and quality improvement.

### **Assessment of Need**

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

1. **MUSC has graduated more than 60 % of the practicing cardiovascular perfusionists employed in South Carolina which** is situated in the center of the “stroke belt”, an area of the U.S. with the highest rate of cardiac and cerebrovascular disease.
2. **South Carolina depends heavily on our graduates to fill job openings.** There are no other perfusion education programs in South Carolina or the adjoining states of Georgia or North Carolina. The closest programs are in Miami, Florida (Barry University, BS Program) and a post-baccalaureate certificate program at Vanderbilt Medical Center (Nashville, Tennessee).
3. The demand for **cardiac-related services is expected to grow** by 20% between 2015 and 2025 due to the aging of the population. By 2030, there will be an additional twenty seven million Americans with hypertension, eight million with coronary artery disease and three million with congestive heart failure.
4. Cardiac procedures are being performed in more elderly patients (>70 years) and very young patients. Greater than 25% of congenital heart surgery is performed in neonates less than one month of age. Both of these are very **high risk patient populations** undergoing complex heart surgery which requires highly skilled perfusionists.
5. Leadership training was identified in a recent needs assessment survey as an important area for training perfusionists at the graduate level. We propose to add courses on leadership and quality improvement.
6. **South Carolina does not have a graduate level perfusion education program.** The trend for cardiovascular perfusion programs nationally is towards a graduate education; therefore, to remain competitive we need to transition to a Master’s degree.

### **Employment Opportunities**

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

<b>Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs</b>	<b>Employment Projection</b>	<b>Data Source</b>
Perfusionist	No US Bureau of Labor Statistics Available		

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

**Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.**

1. Perfusion is a small and highly specialized profession. Many new technologies have become an integral part of cardiovascular perfusionists' scope of practice since the program was first established at a baccalaureate level in 1979. The entry-level skills and knowledge required of the cardiovascular perfusionist have significantly increased over the past 36 years. These include specific skills and knowledge related to myocardial protection, blood conservation, membrane oxygenators, centrifugal blood pumps, and cardiac assist devices. An increasing number of neonates (less than 1 month), and elderly patients and with chronic medical conditions now undergo complex cardiac surgical procedures and this was not possible in 1979.
2. **MUSC has filled the majority of perfusion positions in South Carolina.** The employment rate for MUSC graduates over the past five years is > 97%, with starting salaries > \$80,000. **The job market for cardiovascular perfusionists based on the number of advertised positions is the strongest in the past 10 years. Advertisements for vacant perfusion positions have increased more than 100% in each of the last 4 years (AMSECT 2014).** MUSC perfusion graduates are in high demand; most students have job offers prior to graduation due to their clinical rotations at highly recognized cardiac surgical centers.
3. Based on the age demographics of practicing cardiovascular perfusionists, retirement from the profession will increase significantly between 2015 and 2025. Based on estimations from manpower surveys (Rush University, 2014), the expected number perfusionists leaving the profession due to retirement, leaving to pursue another profession, or due to family work/balance issues **is expected to be near 5% per year for the next 10 years.** That means that 2000 perfusionists will be needed over the next 10 years. The present output of all the perfusion schools is about 50% of what will be necessary to fill these jobs in future.
4. Many perfusion departments have increased in size due to the rising volume of cardiac surgical procedures, and therefore many experienced perfusionists have assumed important leadership roles in their cardiac surgical programs and are seeking training in leadership (MUSC Needs Assessment Survey 2014).
5. MUSC leads the perfusion profession using cardiopulmonary bypass simulation and is the only perfusion training program in the country that has both the Orpheus and Biomed high fidelity simulators. **Simulation enhances students' performance during clinical rotations and increases job readiness and employment opportunities.**
6. The MUSC Cardiovascular Perfusion Program has been recognized for its significant

contributions to research in the profession with the **highest number of published scientific peer-reviewed research** from any perfusion school in the U.S. This is a testament to the level of clinical research performed by MUSC students. It also demonstrates the graduate nature of the program and thus will increase employment opportunities. (Journal of ExtraCorporeal Technology 1979-2014)

7. Outcomes from the program are excellent with **100% first time pass rate** on the American Board of Cardiovascular Perfusion Certification Exam in both 2013 and 2014. This achievement increases the rapid deployment of MUSC graduates into the workforce which is desirable to applicants, graduates, and employers. (American Board of Cardiovascular Perfusion, 2013-4)

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

The present Bachelors in Science in Cardiovascular Perfusion Program will be terminated one year following the implementation of the Master's degree program. This will allow all enrolled students to complete their Bachelor's degree. The last class of students in the Bachelor of Science program will complete their final year in the program as the first class of Master of Science students are enrolled in their first year of the program.

**List of Similar Programs in South Carolina**

<b>Program Name</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
NONE			

### Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016	20	400	19	361	19	380
2017	39	666	38	627	19	380
2018	39	666	38	627	19	380
2019	39	666	38	627	19	380
2020	39	666	38	627	19	380

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

Completion of a Bachelor's degree at an accredited university which must include the following prerequisite courses:

Anatomy and Physiology (includes lab)	8
Chemistry (includes lab)	8
Medical Terminology	1
Physics (includes lab)	4
Statistics	3

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

### Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

<b>Curriculum by Year</b>					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Transforming Healthcare	2	Perfusion Technology II/Simulation Lab	5	Principles and Practices Perfusion	5
Perfusion Technology I	4	Pathophysiology for Perfusion with Focus on Aging	4	Cardiac Assist Devices	2
Research Methodology	3	Pharmacology	4	Advanced Pediatric Perfusion	2
Applied Human Pathophysiology	5	Acid-Base Chemistry	2	Masters Research Project III	3
Clinical and Laboratory Monitoring	4	Masters Research Project II	3	Clinical Experience	6
Perioperative Blood Management	2	Seminar	1	Clinical Simulation	2
<b>Total Semester Hours</b>	<b>20</b>	<b>Total Semester Hours</b>	<b>19</b>	<b>Total Semester Hours</b>	<b>20</b>
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Quality Improvement and Clinical Informatics	2	Leadership and Health Services Delivery Systems	2		
Clinical Experience IIA	6	Clinical Experience IIIA	6		
Clinical Experience IIB	6	Clinical Experience IIIB (track in leadership, cardiac assist or pediatrics)	6		
<b>Total Semester Hours</b>	<b>14</b>	<b>Total Semester Hours</b>	<b>14</b>		

Total Credit Hours Required = 87

**Course Descriptions for New Courses**

<b>Course Name</b>	<b>Description</b>
Leadership and Health Services Delivery	This course introduces students to the management of health care facilities. Students gain an understanding of the major functions of management, governance, organizational structures, accreditation/licensure processes, and reimbursement issues in health care organizations. Students will become familiar with and understand the importance of the principles of management including planning, organizing, controlling, directing, and staffing in order to offer health care services. The course will also demonstrate the basic concepts and issues associated with the management and regulations of health care services delivery, and explore the impact of contemporary public policy issues confronting the health care system.
Quality Improvement and Informatics	This course provides students with an understanding of quality management and performance improvement. This will include quality assessment, risk management, outcomes assessment, benchmarking. The course focuses primarily on providing students with the necessary knowledge and skills for understanding systems improvement and then participating and leading quality improvement (QI) efforts. Students also gain knowledge of the importance of measuring and managing service excellence and patient satisfaction. This course also provides students with an introduction to health care information systems, with an emphasis on clinical information systems. Students are introduced to different types of clinical and administrative information systems used in health care today.
Pathophysiology with a focus on aging	This course reviews the concepts of human disease as they relate to cardiopulmonary bypass. The focus on the impact of cardiovascular disease in the aged population and the etiology and the effects on other organ systems. This will include a study of immunological defense mechanisms, acute and chronic inflammation, repair mechanisms, modes of injury, diseases of development and growth, and blood disorders and neoplasia. It also presents diseases of the organ systems and correlates the pathology of the major diseases occurring in the individual organ systems of the human body.
Advanced Pediatric Perfusion	This course introduces student to the anatomical and physiological characteristics of congenital heart defects and their implications for the conduct of perfusion. This will include both cyanotic and non-cyanotic congenital defects with a focus on their diagnosis and management. Special considerations in the conduct of perfusion for congenital heart surgery are discussed and modeled. Through analysis of case clinical reports and histories, students learn about the surgical treatment of congenital heart defects.
Cardiac Assist Devices	This course introduces student to the advanced practice associated with cardiac assist devices. Selection, operation and monitoring of various cardiac assist devices including both FDA approved and investigational devices. Other areas of focus will include patient education, community education, surgical coordination, clinical visits and managing VAD databases and clinical trials, including data analysis for presentations.
Research Methodology	This course provides a background on general principles and issues in clinical research design. These are explored through the formulation of the research objective and the research hypothesis and the specification of the study population, the experimental unit, and the outcome variables. This course integrates core clinical perfusion principles to provide experience in the development and critique of the methodological aspects of clinical research protocols and the clinical research literature. Assigned readings are drawn from contemporary perfusion scientific literature.

Masters Research Project II	In this course the student develops a research project relating to cardiovascular perfusion resulting in a substantive paper that involves original collection or treatment of data and/or results in a research paper. Students select a clinical hypothesis to test and complete a research proposal in a topic pertinent to perfusion. The capstone project must evidence scholarly and/or professional analysis informed by the sustained and appropriate application of analytical methodologies. The final product of the research project must be a paper of publishable quality. This research project involves original research and exemplifies an original contribution to scholarship.
Masters Research Project III	In this final research course, the student submits their research project for presentation and publication. The course requirements will include editorial changes suggested during peer review process. The capstone project will be completed by submitting the final paper for publication in a peer-reviewed perfusion related journal.
Perfusion Technology I	This course is designed to give the beginning student a practical and theoretical orientation to the environment of extracorporeal circulation. This course presents the history, basic components, equipment, and physiology related to extracorporeal circulation. The students will be exposed to ethical issues facing health care providers in today's environment.
Perfusion Technology II	This course will focus on clinical devices used for cardiopulmonary bypass and the development of key clinical skills used on a daily basis in clinical perfusion. Students are taught equipment selection, set-up, and steps required for the safe operation of a life support system in a simulated operating room environment.
Clinical and Laboratory Monitoring	This introductory course presents the principles of electronic physiological monitoring and measurement. The practical application of monitoring equipment is stressed during the laboratory sessions with exposure to various monitoring devices currently used in the operating room.
Pharmacology	This course presents the fundamental principles of pharmacology necessary for an understanding of the mechanisms of action of drugs and knowledge for their rational and effective use or monitoring. These principles include pharmacokinetics, pharmacodynamics, pharmacogenetics, and introductory therapeutics. A discussion of the impact of aging and disease on drug safety and the drug development process will be included..
Acid-Base Chemistry	This course allows the student to master the principles of acid base physiology and the interpretation and treatment of clinical acid base blood gas disorders through lecture and self-study modules.
Principles and Practices of Perfusion	This course prepares the student for their clinical experience. The principles of extracorporeal circulation are presented in lecture and practices in simulation and the animal laboratory. Instructions are provided in the aspects of extracorporeal circulation including device theory, physiology, and diseases of the heart, pathophysiology, fluids, and electrolytes. Hands-on lab experience and reporting in these techniques prepares the student for the clinical experience.
Clinical Simulation	This course prepares the student for clinical experience utilizing a perfusion simulator and a mock operating room. Students are exposed to both common events and to uncommon events. Each student is able to practice their clinical skills in an environment that promotes confidence and competency.
Evidenced Based Medicine	This course will review research based on the classifications of evidenced based medicine and will include examples from the cardiovascular surgery and perfusion literature.

### Faculty

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Associate Professor	Full Time	Perfusion Technology I (4) FALL ECT 501 Perfusion Technology II(5) SPRING ECT 535 Research Methodology (3) FALL ECT 510 Evidence Based Medicine (1) FALL ECT 625 Fundamentals of Acid-Base Chemistry (2) SPRING ECT 540 Principles and Practices of Perfusion (5) SUMMER ECT 531 Pediatric Perfusion (2) SUMMER ECT 664 Masters Research Project II (3) SPRING ECT 555 Masters Research Project III (3) SUMMER ECT 600 Clinical Experience I (6) SUMMER ECT 545 Clinical Experience II A (6) SUMMER ECT 653 Clinical Experience II B (6) SUMMER ECT 654 Clinical Experience III A (6) SUMMER ECT 656 Clinical Experience III B (6) SUMMER ECT 657	Medical University of South Carolina – <b>Ph.D. in Health and Rehabilitation Science</b> (2012) Dissertation Topic: The Influence Of The Method Of Cerebral Protection During Neonatal Cardiac Surgery on The Development Of Attention Deficit/Hyperactivity Disorder  Medical University of South Carolina – <b>M.S. Degree in Clinical Research</b> (2005)  Long Island University – <b>Master in Public Administration in Health Care</b> (1980)  State University of New York - School of Allied Health Professions - <b>B.S. in Cardiopulmonary Technology/Respiratory Therapy</b> (1974)  <b>Certified Clinical Perfusionist, Fellow of Pediatric Perfusion</b>  Courses: Perfusion	Teaching these courses for the past 20 years, 40 years clinical perfusion experience.

			Perfusion Technology I Perfusion Technology II Fundamentals of Acid-Base Chemistry Principles and Practices of Perfusion Intro to Research Pediatric Perfusion Independent Study Clinical Experience I, II, & III	
Assistant Professor* (replacing current faculty who is retiring Summer 2015)	Full-Time	Clinical and Laboratory Monitoring (4) FALL ECT 513 Perioperative Blood Management (2) FALL ECT 548 Pathophysiology for Perfusion (4) SPRING ECT 560 Pharmacology for Perfusion (4) SPRING ECT 610 Cardiac Assist Devices (2) SUMMER ECT 665 Clinical Simulation (2) SUMMER ECT 600 Clinical Experience I (6) SUMMER ECT 545 Clinical Experience II A (6) SUMMER ECT 653 Clinical Experience II B (6) SUMMER ECT 654 Clinical Experience III A (6) SUMMER ECT 656 Clinical Experience III B (6) SUMMER ECT 657	Active certification as a clinical perfusionist (CCP). Minimum of five years clinical experience; graduate preparation in the basic and clinical sciences relevant to perfusion practice; and prior classroom teaching experience. The ideal candidate will have completed a doctorate or be in the process of obtaining a terminal degree.	Knowledge of clinical practice and professional issues. The most competitive candidates will have a record of expertise in clinical and/or didactic education, experience in curriculum development, academic scholarship, and professional association involvement. Academic rank will be commensurate with credentials and experience.
Assistant Professors* (2)	Adjunct	Quality Improvement and Clinical Informatics (2) FALL ECT 662 Leadership and Health Services Delivery Systems (2) SPRING ECT 663	Most likely PhD faculty	These 2 courses are derived from 4 courses in the Doctoral Program in Healthcare leadership. They are already well developed and will be tailored to meet the needs of the perfusion profession.
Professor	Adjunct	Applied Human Physiology ECT 510	PhD in Physiology	Teaching this course for the past 10 years with excellent student evaluations.

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty: 1.7 FTE, plus 3 adjuncts (2 of whom are new adjuncts over present faculty)

Staff: Part time Admin Assistant 0.2 FTE, Part time Student Services Coordinator 0.2 FT  
(0 new)

Administration: 0.3 FTE (one faculty member is Division Director) (0 new)

The number of unpaid clinical preceptors will be the same as currently available in the bachelor's degree program. New clinical sites will be added as needed and emphasis will be on clinical sites that that will provide pediatric and heart assist device experience. All new clinical sites have to be approved by AC-PE and all preceptors have to meet their requirements. There are currently 20 clinical sites with a total of approximately 80 clinical preceptors.

### **Faculty /Administrative Personnel Changes**

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

The structure of the Division will remain the same with 2 full time faculty and the present support staff. Two new additional adjunct faculty will be added. One adjunct faculty member who teaches Applied Human Physiology will continue with the new program.

### **Library and Learning Resources**

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

The MUSC Library acquires, manages, and maintains resources of knowledge in the biomedical and health sciences. The MUSC Library has available over 220 databases and over 19,000 electronic journals and provides access to a wide range of perfusion and cardiac surgery related journals.

The College of Health Professions (CHP) is housed in a state-of-the art facility with cutting edge classroom technology. The College uses the Moodle learning management system and Tegrity lecture capture system. All students are required to own a laptop that they bring to campus. All classrooms are equipped with Smart Board technology. High Definition (HD), h.624 video recording, streaming, and conferencing are available in every classroom. Classroom audio/visual is integrated with the Tegrity lecture capture system so that instruction in CHP classrooms, labs or conference rooms can be recorded and distributed online and accessible by mobile devices.

### **Student Support Services**

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

No new student support services will be required within the Division of Cardiovascular Perfusion; the existing student support services will be used. Student support services on campus that are available to all MUSC students include the Center for Academic Excellence, the Writing Center, the Wellness Center, Counseling and Psychological Services, and the availability of supplemental instruction from tutors. The current MUSC students report satisfaction with the available university support services that will be available to the students in this program.

### **Physical Resources**

Identify any new instructional equipment needed for the proposed program. (500 characters)

No new equipment is needed

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

The Division of Cardiovascular Perfusion has excellent physical facilities including two laboratories that can be used for cardiopulmonary bypass simulation. The facilities that we are currently using in the baccalaureate program will be used for the Master's Degree program. We already have the only two cardiopulmonary bypass simulators available, Orpheus and Biomed Calafia. The Orpheus simulator is connected to the University Simulation Center through SimBridge, which allows us to record and evaluate student simulation experiences.

Students in the CHP have unlimited access to all classrooms and labs and the computer technology available there. In the Student Life and Recruitment Center in the College "A" building, several shared computer stations and printers are provided to students during business hours. Students may also go to the Library and Education Center to access printers and computer labs. IT also evaluates emerging technologies and provides access to other hardware and software, such as digital video cameras and newly released software, for check-out or pilot use.

**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	0	6,000	6,000	6,000	6,000	24,000
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0
Other*	0	0	0	0	0	0
<b>Total</b>	0	6,000	6,000	6,000	6,000	24,000
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	602,633	1,026,413	1,055,046	1,084,537	1,114,913	4,883,542
Program-Specific Fees	0	0	0	0	0	0
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding*	0	0	0	0	0	0
Other Funding*	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0
<b>Net Total</b> (i.e., Estimated New Costs Minus Sources of Financing)	602,633	1,020,413	1,049,046	1,078,537	1,108,913	4,859,542

\*Provide an explanation for these costs and sources of financing in the budget justification.

### **Budget Justification**

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

The additional costs for implementation of this program will be covered by tuition, there is no addition external funding required. There will be two new adjunct faculty added to the budget to teach two new courses in the 2<sup>nd</sup> year of the curriculum in the area of healthcare management, the total cost for teaching these courses will be \$12,000 annually beginning in the 2<sup>nd</sup> year of the first cohort of students. These courses will be taught annually to each cohort of students when in their 2<sup>nd</sup> year of the curriculum. They will take the courses with the students in the post-professional program; therefore, the costs will be split between the two programs resulting in the **\$6,000 annually** reflected in the budget.

## Evaluation and Assessment

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Accreditation Committee for Perfusion Education requires a yearly report of programmatic outcomes. The outcomes include: pass rates on the ABCP certification exam, employment rates for graduates, retention rate for students in the program, ethnic and gender data, and a comprehensive summary of outcomes based on employer and graduate surveys. A minimum response rate of 50% for both graduates and employers is required and there are assessments in cognitive, psychomotor and affective domains. If the benchmarks for any of the assessments are not met, then the program must provide a detailed action plan and may be subject to a site visit by the accreditation agency.

Southern Association of Colleges and Schools (SACS)

The following Program and Student Learning Outcomes are reported to the Medical University of South Carolina Office of Institutional Assessment on an annual basis:

Program Outcomes:

1. Percent of students who pass the ABCP Basic Science Certification exam on first attempt
2. Percent of students who pass the ABCP Clinical Application Certification exam on first attempt
3. Percent of students employed within 6 months of graduating
4. Percent of faculty who attended a professional conference
5. Percent of faculty who presented at a professional conference

Results of the Assessment instruments are compiled and then discussed annually at program advisory meetings required by professional accrediting agency AC-PE. The program advisory committee is charged with the responsibility of meeting at least annually, to assist program and sponsor personnel in formulating and periodically revising appropriate goals and learning domains, monitoring needs and expectations, and ensuring program responsiveness to change. The committee consists of the program faculty, medical advisor, department chair, alumni, students, clinical affiliates and one public member. All program outcomes are reviewed annually at the meeting.

Teaching Effectiveness Assessments: The University uses E-Value which is an anonymous survey sent to students at the end of each course to evaluate teaching effectiveness. An 85% return rate benchmark has been set for each evaluated course. There are specific evaluations for the instructor effectiveness, and the course organization and content. The results are benchmarked against faculty evaluations in the college and are used for course improvement and in the annual faculty review process.

### Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
1. Demonstrate knowledge of the patient's history, pathophysiology, laboratory values and pharmacology as evidenced by formation of a patient care plan with minimal supervision	95% of students will pass the ABCP Certification Exam 90% of students will have mean score of 4 or greater in the Employer Graduate Survey cognitive domain
2. Select the proper equipment and supplies, assemble and prime the perfusion circuit using sterile technique, and make ready for surgery with minimal supervision	90% of students will have mean score of 4 or greater in the Employer Graduate Survey psychomotor domain 90% of students will have mean score of 4 or greater (meets expectations) for the two final clinical evaluations on the evaluation of their perfusion setup
3. Initiate CPB, manage CPB including hemodynamics, blood gases, electrolytes, anticoagulation, temperature, and terminate CPB according to protocol with minimal supervision.	95% of students will pass the ABCP Certification Exam 90% of students will have mean score of 4 or greater in the Employer Graduate survey psychomotor domain
4. Demonstrate knowledge and safe operation of adjunctive devices for blood management and ultrafiltration with minimal supervision	95% of students will pass the ABCP Certification Exam 90% of students will have mean score of 4 or greater in the Employer Graduate Survey cognitive domain
5. Demonstrate knowledge and safe operation of adjunctive devices for cardiac assist, and Extra Corporeal Life support (ECLS) with minimal supervision	95% of students will pass the ABCP Certification Exam 90% of students will have mean score of 4 or greater in the Employer Graduate Survey cognitive domain
6. Maintain professional conduct and communication with patients and staff	90% of students will have mean score of 4 or greater in the Employer Graduate Survey affective domain 90% of students will have mean score of 4 or greater (meets expectations) on the evaluation of professionalism for the last 2 clinical rotations

Will the proposed program seek program-specific accreditation?

- Yes  
 No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

The existing Bachelor's Degree Program is accredited and no additional accreditation is required after transition to a Master's Degree per AC-PE.

Will the proposed program lead to licensure or certification?

- Yes  
 No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

The present accredited baccalaureate program now allows students to be candidates the ABCP certification exam. The transition to the Master's Degree will continue to allow students to take the exam. We will continue to meet all accreditation requirements as we do at the present time.

### **Teacher or School Professional Preparation Programs**

Is the proposed program a teacher or school professional preparation program?

- Yes  
 No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

**New Program Proposal  
 Master of Science in Cardiovascular Perfusion, Post-Professional  
 Medical University of South Carolina**

**Summary**

The Medical University of South Carolina (MUSC) requests approval to offer a program leading to the Post-Professional Master of Science in Cardiovascular Perfusion to be implemented in Fall 2016. The proposed program is to be offered through online instruction. The following chart outlines the stages of review for the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal is attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	5/1/15	Not Applicable
ACAP Consideration	6/11/15	University representatives discussed the need for the proposed program and explained the differences between the M.S. in Cardiovascular Perfusion and the Post-Professional program. ACAP members expressed support for the program.
Comments and suggestions from CHE staff sent to the institution	6/15/15	Staff requested the proposal be revised to: <ul style="list-style-type: none"> <li>• Describe the types of courses that may transfer into the program.</li> <li>• Provide the total credit hours required for the program.</li> </ul>
Revised Program Proposal Received	6/24/15	The revised proposal satisfactorily addressed all of the requested revisions.
CAAL Consideration	7/15/15	The University's representative explained cardiovascular perfusion, described the need for the program, and responded to a Commissioner's question about the need to move the program to the master's degree level. The representative also explained the difference between the two programs being proposed: the traditional master's degree program and the post-professional master's degree program.  Commissioners asked about the use of and pay for adjunct faculty. The University's representative stated that adjunct faculty for the program will be faculty employed in other departments at the institution. The representative also explained that the post-professional program is offered online and

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
		that there is no requirement for students to travel to MUSC because they will be professionals currently working in the field.  Commissioners also asked about programmatic assessment and requested that the proposal be revised to include this information.
Revised Program Proposal Received	8/7/15	The revised proposal satisfactorily addressed the requested revisions.

**Recommendation**

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to the Post-Professional Master of Science in Cardiovascular Perfusion to be implemented in Fall 2016.



## Institutional Approvals and Dates of Approval

This proposal has been reviewed and approved by the following internal review bodies at MUSC:

College of Health Professions Leadership Council	January 29, 2015
Education Advisory Committee	February 3, 2015
Deans' Council	February 16, 2015
Senior Leadership Council	February 24, 2015
Board of Trustees	April 9, 2015

### **Background Information**

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The College of Health Professions at MUSC proposes to offer Post-Professional Master of Science in Cardiovascular Perfusion. This program is consistent with the mission of MUSC to preserve and optimize human life in South Carolina and beyond. This program allows working perfusionists who have completed an AC-PE accredited perfusion education program the opportunity to advance their educational and professional goals.

New technologies and surgical procedures require that practicing certified cardiovascular perfusionists (C.C.P.) have an increased knowledge base for managing both neonates and elderly patients with complex medical conditions as well as the application of new cardiac assist devices. Leadership skills are becoming more essential as an increased number of practicing cardiovascular perfusionists attain leadership roles.

This graduate level program will provide a plan of study that includes coursework and a capstone research project that is designed to address these requirements. Courses will be available through a variety of distance learning technologies (asynchronous online activities, independent reading, and projects).

Nearly 300 students have graduated from the MUSC Cardiovascular Perfusion Program with a bachelor's degree. This will provide an opportunity for them and other practicing clinical perfusionists with a bachelor's degree to enroll in a graduate degree program in Cardiovascular Perfusion. This post-professional program will allow MUSC graduates to remain competitive for clinical positions as other perfusion school graduates enter the profession with a Master's Degree and as the number of perfusionists with graduate level education increases

List the program objectives. (2000 characters)

1. To enable **practicing certified cardiovascular perfusionists (C.C.P.)** with a bachelor's degree in good standing to earn a Master of Science in Cardiovascular Perfusion degree.
2. To provide C.C.P.s access to complete their degree while they **continue to work** in their profession through the use of distance learning technologies.
3. To provide cardiovascular perfusionists with the opportunity to advance professionally and personally, to further develop independent-thinking and critical-judgment skills, and **to be competitive in today's healthcare environment.**
4. To enhance C.C.P.s' **knowledge and clinical skills in treatment of neonates and elderly patients.**
5. To increase C.C.P.s' **knowledge and skills in the application of cardiac assist devices** to all age groups.
6. **To enhance leaderships skills** to provide a strong foundation for management of a clinical perfusion service.
7. To increase the **opportunities for advancement** in the perfusion profession for graduates. Graduate level students are more competitive in the job market.
8. To **improve patient care by contributing research** to the body of knowledge related to perfusion technology. Graduate level education provides the necessary research skills for the delivery of evidenced-based clinical patient care. The President of the American Academy of Cardiovascular Perfusion endorsed graduate education when he said, "Graduates who possess graduate degrees are ideally suited to become the individuals who lead the next technological revolution in perfusion technology. Without trained scientists, our profession will disappear as a mere footnote in medical history." Improvement in medical and surgical care requires training in research and quality improvement.

### **Assessment of Need**

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

1. Less than 20% of practicing cardiovascular perfusionists (C.C.P) have a graduate degree; however, nearly **50% of graduating perfusionists in 2014 are from graduate level programs.** In order to remain competitive, access to graduate level education in this

profession is needed. **There is only one post professional program currently in the U.S** and over 3000 perfusionists with only an undergraduate degree.

2. Currently, many hospitals are trying to increase the educational level of nurses because hospitals recognize that higher educational levels are associated with decreases in mortality, readmission rates and length of stay. **Improvements in outcomes following cardiac surgery would also be expected to occur if the educational level of graduating perfusionists is increased, similar to the effect seen in nursing.**
3. The demand for **cardiac-related services is expected to grow by 20%** between 2013 and 2025 as the population ages.
4. There is an increased complexity of surgical procedures due to the large number of **elderly and very young patients** (less than 1 month of age) with significant medical conditions now undergoing cardiac procedures. These high risk patients have an increased risk of mortality and morbidity following surgery. A high level health care practitioner is necessary to insure that high quality evidence-based care is delivered.
5. A recent needs assessment survey identified **leadership training as an important area** for additional training at the graduate level. We have included courses on leadership, quality improvement and informatics to fulfill that demand.

### Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

<b>Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs</b>	<b>Employment Projection</b>	<b>Data Source</b>
Perfusionist	No US Bureau of Labor Statistics Available		

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

**Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.**

1. Perfusion is a small and highly specialized profession. **Many new technologies have become an integral part of cardiovascular perfusionist's scope of practice**, and the entry-level skills and knowledge required of the cardiovascular perfusionist have significantly increased over the past several decades. **These new technologies increase the opportunities for employment and require additional training at the graduate level in order to be effectively utilized.**
2. Many perfusion departments have increased in size due to the rising volume of cardiac surgical procedures, and therefore many perfusionists have assumed important leadership roles in their cardiac surgical programs and are seeking training in leadership. Leadership training will **provide advancement in the profession as graduates will be more competitive** seeking perfusion department director positions.
3. The MUSC Cardiovascular Perfusion Program has been recognized for its significant contributions to research in the profession with the **highest number of published scientific peer-reviewed research from any perfusion school in the U.S. (Journal of ExtraCorporeal Technology 1979-2014)**. **The MUSC track record for scientific contribution to the profession is very strong and increases employment opportunities for MUSC graduates.**
4. The employment rate for MUSC graduates over the past five years is > 97%, with starting salaries > \$80,000. **The job market for cardiovascular perfusionists based on the number of advertised positions is the strongest it has been in the past 10 years.** Advertisements for vacant perfusion positions have increased more than 100% in each of the last 4 years. MUSC perfusion graduates are in high demand; most students have job offers prior to graduation due to their clinical rotations at highly recognized cardiac surgical centers.
5. Based on estimations from recently conducted manpower surveys, the expected number perfusionists leaving the profession due to retirement, to pursue another profession, or due to family work/balance issues is expected to reach nearly 5% of the profession per year over the next 10 years. **That means that 2000 perfusionists will have to be replaced during this time period.** The present output of all the perfusion schools is about 50% of what will be necessary to fill these jobs in future. As the second largest perfusion education program in the U.S., MUSC is poised to fill the gap in the projected shortage.

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Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

**List of Similar Programs in South Carolina**

<b>Program Name</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
NONE			

**Description of the Program**

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016	5	35	4	28	4	24
2017	5	35	4	28	4	24
2018	5	35	4	28	4	24
2019	5	35	4	28	4	24
2020	5	35	4	28	4	24

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

- Yes
- No

If yes, explain. (1000 characters)

1. Completion of an AC-PE accredited perfusion education program.
2. Certified Clinical Perfusionist (CCP) by the American Board of Cardiovascular Perfusion.
3. Eligible transfer credits from an accredited perfusion program
4. Completion of a Bachelor’s degree at an accredited university which must include the following prerequisite courses
 

Anatomy and Physiology (includes lab)	8
Chemistry (includes lab)	8
Medical Terminology	1
Physics (includes lab)	4
Statistics	3
Research Course and Methods	3

Are there any special articulation agreements for the proposed program?

- Yes
- No

If yes, identify. (1000 characters)

**Curriculum**

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

<b>Curriculum by Year</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Quality Improvement and Clinical Informatics	2	Leadership and Health Services Delivery Systems	2	Cardiac Assist Devices	2
Masters Research Project I Evidenced Based Medicine	4 1	Masters Research Project II Pathophysiology of Aging	4 1	Masters Research Project III Pediatric Perfusion	3 1
<b>Total Semester Hours</b>	<b>7</b>	<b>Total Semester Hours</b>	<b>7</b>	<b>Total Semester Hours</b>	<b>6</b>
<b>Summer</b>					
<b>Transfer credits</b>	<b>10*</b>				
<b>Total Credit Hours</b>	<b>30</b>				
*Transfer credits must be from an AC-PE accredited perfusion program and must not have been used as credits towards a first bachelor's degree **example of courses include – pharmacology, physiology, pathophysiology					

Total Credit Hours Required = 30

**Course Descriptions for New Courses**

<b>Course Name</b>	<b>Description</b>
Leadership and Health Services Delivery	This course introduces students to the management of health care facilities. Students gain an understanding of the major functions of management, governance, organizational structures, accreditation/licensure processes, and reimbursement issues in health care organizations. Students will become familiar with and understand the importance of the principles of management including planning, organizing, controlling, directing, and staffing in order to offer health care services. The course will also demonstrate the basic concepts and issues associated with the management and regulations of health care services delivery, and explore the impact of contemporary public policy issues confronting the health care system.
Quality Improvement and Informatics	This course provides students with an understanding of quality management and performance improvement. This will include quality assessment, risk management, outcomes assessment, benchmarking. The course focuses primarily on providing students with the necessary knowledge and skills for understanding systems improvement and then participating and leading quality improvement (QI) efforts. Students also gain knowledge of the importance of measuring and managing service excellence and patient satisfaction. This course also provides students with an introduction to health care information systems, with an emphasis on clinical information systems. Students are introduced to different types of clinical and administrative information systems used in health care today.
Masters Research Project I	This course provides a background on general principles and issues in clinical research design. These are explored through the formulation of the research objective and the research hypothesis and the specification of the study population, the experimental unit, and the outcome variables. This course integrates on core clinical perfusion principles to provide experience in the development and critique of the methodological aspects of clinical research protocols and the clinical research literature. Assigned readings are drawn from contemporary perfusion scientific literature.
Masters Research Project II	In this course the student develops a research project relating to cardiovascular perfusion resulting in a substantive paper that involves original collection or treatment of data and/or results ins a research. The final product of a research project is a paper of publishable quality. This research project involves original research and exemplifies an original contribution to scholarship.
Masters Research Project III	In this final research course, the student submits their research project for presentation and publication. The course requirements will include editorial changes suggested during peer review in order to achieve final publication in a perfusion-related journal.
Pathophysiology of Aging	This course presents a survey of the concepts of human disease as part of the aging process. It includes a study of immunological defense mechanisms, acute and chronic inflammation, repair mechanisms, modes of injury, diseases of development and growth, and blood disorders and neoplasia.

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Cardiac Assist Devices	This course introduces student to the advanced practice associated with cardiac assist devices. Selection, operation and monitoring of various cardiac assist devices including include both FDA approved and investigational devices. Other areas of focus will include patient education, community education, surgical coordination, clinical visits. And managing VAD databases and clinical trials, including data analysis for presentations.
Pediatric Perfusion	This course review anatomical and physiological characteristics of congenital heart defects and their implications for the conduct of perfusion. Special considerations in the conduct of perfusion for congenital heart surgery are discussed and modeled.
Evidence Based Medicine	This course will review research based on the classifications of evidenced based medicine and will include examples from the cardiovascular surgery and perfusion literature.

**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Associate Professor	Full Time	Masters Research Project FALL (4), ECT 620 SPRING(4), ECT 621 SUMMER (4) ECT 622 Evidence Based Medicine FALL (1) ECT 625 Pediatric Perfusion (1) SUMMER ECT 664	Medical University of South Carolina – Ph.D. in Health and Rehabilitation Science – 2012 Dissertation Topic: The Influence Of The Method Of Cerebral Protection During Neonatal Cardiac Surgery on The Development Of Attention Deficit/Hyperactivity Disorder  Medical University of South Carolina – M.S. Degree in Clinical Research – 2005  Long Island University – Master’s Degree - Public Administration in Health Care (M.P.A.) - 1980  State University of New York - School of Allied Health Professions - B.S. Degree in Cardiopulmonary Technology/Respiratory Therapy – 1974  Certified Clinical Perfusionist, Fellow of Pediatric Perfusion  Courses: Perfusion	Teaching these courses for the past 20 years, 40 years clinical perfusion experience.

			Perfusion Technology I Perfusion Technology II Fundamentals of Acid-Base Chemistry Principles and Practices of Perfusion Intro to Research Pediatric Perfusion Independent Study Clinical Experience I, II, & III	
Assistant Professor* (replacing current faculty who is retiring Summer 2015)	Full time	Pathophysiology of Aging (4) SPRING ECT 560 Cardiac Assist Devices (2) SUMMER ECT 665	Active certification as a clinical perfusionist (CCP). Minimum of five years clinical experience; graduate preparation in the basic and clinical sciences relevant to perfusion practice; and prior classroom teaching experience. The ideal professor will have a completed a doctorate or be in the process of obtaining a terminal degree.	Knowledge of clinical practice and professional issues. The most competitive candidates will have a record of expertise in clinical and/or didactic education, experience in curriculum development, academic scholarship, and professional association involvement. Academic rank will be commensurate with credentials and experience.
Assistant Professors* (2)	Adjunct	Quality Improvement and Clinical Informatics (2) FALL ECT 662 Leadership and Health Services Delivery Systems (2) SPRING ECT 663	PhD faculty in HLM Dept.	These 2 courses are derived from 4 courses in the Doctoral Program in Healthcare leadership. They are already well developed and will be tailored meet the needs of the perfusion profession.

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

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Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty: 2 FT faculty teach in the current entry-level program and will teach some of the courses in this post-professional program; 2 new adjuncts will be added to the Division of Cardiovascular Perfusion to teach the remaining courses in the proposed program

Staff: Part time Admin Assistant, Part time Student Services Coordinator for entry-level program will provide support as projected class size is small (0 new)

Administration: Current administration will provide support as projected class size is small (0 new)

### **Faculty /Administrative Personnel Changes**

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

The structure of the Division of Cardiovascular Perfusion will remain the same with 2 FT faculty and the present support staff that serve the entry-level program providing teaching and support to the proposed program. Two new additional adjunct faculty will be added to teach some courses for the proposed program.

### **Library and Learning Resources**

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

The MUSC Library acquires, manages, and maintains resources of knowledge in the biomedical and health sciences. The MUSC Library has available over 220 databases and over 19,000 electronic journals and provides access to a wide range of perfusion and cardiac surgery related journals.

The College of Health Professions (CHP) is housed in a state-of-the art facility with cutting edge classroom technology. The College uses the Moodle learning management system and Tegrity lecture capture system. All students are required to own a laptop that they bring to campus. All classrooms are equipped with Smart Board technology. High Definition (HD), h.624 video recording, streaming, and conferencing is available in every classroom. Classroom audio/visual is integrated with the Tegrity lecture capture system so that instruction in CHP classrooms, labs or conference rooms can be recorded and distributed online and accessible by mobile devices.

### **Student Support Services**

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

No new student support services will be required within the Division of Cardiovascular Perfusion; the existing student support services will be used. Student support services on campus that are available to all MUSC students include the Center for Academic Excellence, the Writing Center, the Wellness Center, Counseling and Psychological Services, and the availability of supplemental instruction from tutors. The current MUSC students report satisfaction with the available university support services that will be available to the students in this program.

### **Physical Resources**

Identify any new instructional equipment needed for the proposed program. (500 characters)

No new equipment is needed. We already have the only 2 cardiopulmonary bypass simulators available.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	12,000	6,000	6,000	6,000	6,000	36,000
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0
Other*	0	0	0	0	0	0
<b>Total</b>	12,000	6,000	6,000	6,000	6,000	36,000
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	141,849	145,812	149,893	154,098	158,428	750,080
Program-Specific Fees	0	0	0	0	0	0
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding*	0	0	0	0	0	0
Other Funding*	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0
<b>Net Total</b> (i.e., Estimated New Costs Minus Sources of Financing)	129,849	139,812	143,893	148,098	152,428	714,080

### **Budget Justification**

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

The additional costs for implementation of this program will be covered by tuition, there is no addition external funding required. There will be two new adjunct faculty added to the budget to teach two new courses in the area of healthcare management, the total cost for teaching these courses will be \$12,000 annually. These courses will be taught annually to each cohort of students. They will take the courses with the students in the entry-level master's program which is projected to begin at the same time; therefore, the costs will be split between the two programs resulting in the **\$6,000 annually** reflected in the budget. The budget reflects **\$12,000 for the first year** as the entry-level master's program is a two-year program and those students do not take these courses until their 2<sup>nd</sup> year of the program. This post-professional program is a one-year program; therefore, only these students will be taking these courses for the first year reflected in the budget.

## Evaluation and Assessment

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Since this is post-profession program, the students will be already employed and practicing cardiovascular perfusion.

The following Program and Student Learning Outcomes will be reported to the University Office of Institutional Assessment on an annual basis:

The Post-professional MS CVP program will be systematically evaluated annually with both program outcomes (PO) and student learning outcomes (SLO), as described below.

**PO1: The program performs well on dashboard indices of quality education**

- Metric 1: Percentage of courses that students rate  $\geq 4.0$  (on 1-5 scale) for course effectiveness.
- Metric 2: Percentage of students that graduate on time (within 150% of program length).

**PO2: The program enhances the ability of the graduate to advance their career.**

- Metric 1: Percent of students who would recommend the program at time of exit interview.
- Metric 2: Percent of graduates who advanced in their career at 1 year after graduation.

Results of the assessment instruments are compiled and then discussed annually at the program advisory meetings. The program advisory committee is charged with the responsibility of meeting at least annually, to assist program and sponsor personnel in formulating and periodically revising appropriate goals and learning domains, monitoring needs and expectations, and ensuring program responsiveness to change. The committee consists of program faculty, medical advisor, department chair, alumni, students, clinical affiliates and one public member. All program outcomes are reviewed.

Teaching Effectiveness Assessments: The University uses E-Value which is an anonymous survey sent to students at the end of each course to evaluate teaching effectiveness. A benchmark of 85% return rate is expected for each evaluated course. There are specific evaluations for both the instructor effectiveness and the course organization and content. The results are benchmarked against faculty evaluations in the college and are used for course improvement and in the annual faculty review process.

**Student Learning Assessment**

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
<p><b>SLO1: Graduates will be able to demonstrate advanced knowledge in the areas of pediatric and elderly perfusion, ventricular assist devices, and leadership</b></p>	<ul style="list-style-type: none"> <li>• Metric 1: Percentage of students that score <math>\geq 80\%</math> of items correct in the section on special populations (elderly and pediatric patients) on the Final Comprehensive exam.</li> <li>• Metric 2: Percentage of students that score <math>\geq 80\%</math> of items correct in the section on cardiac assist procedures on the Final Comprehensive exam.</li> <li>• Metric 3: Percentage of students that score <math>\geq 80\%</math> of items correct in the section on effective leadership on the Final Comprehensive exam.</li> </ul>
<p><b>SLO2: Graduates will be able to engage in applied research relevant to clinical practice</b></p>	<ul style="list-style-type: none"> <li>• Metric 1: Percentage of students that meet or exceed expectations for the Background section of their research project paper (based on a grading rubric).</li> <li>• Metric 2: Percentage of students that meet or exceed expectations for the Methods section of their research project paper (based on a grading rubric).</li> <li>• Metric 3: Percentage of students that meet or exceed expectations for the Data Analytic Plan section of their research project paper (based on a grading rubric).</li> <li>• Metric 4: Percentage of students that meet or exceed expectations for the Results section of their research project paper (based on a grading rubric).</li> <li>• Metric 5: Percentage of students that meet or exceed expectations for the Discussion section of their research project paper (based on a grading rubric).</li> <li>• Metric 6: Percentage of students that submit their research paper for publication in a peer reviewed journal by graduation.</li> </ul>

CHE

9/3/2015

Agenda Item 5.02.A.6

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

Yes

No

**Teacher or School Professional Preparation Programs**

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

**New Program Proposal  
 Bachelor of Science in Clinical Laboratory Science  
 University of South Carolina Aiken**

**Summary**

The University of South Carolina Aiken (USC Aiken) requests approval to offer a program leading to the Bachelor of Science in Clinical Laboratory Science to be implemented in Fall 2016. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of review for the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal is attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	5/1/15	Not Applicable
ACAP Consideration	6/11/15	ACAP members discussed the need and expressed support for the proposed program.
Comments and suggestions from CHE staff sent to the institution	6/15/15	Staff suggested that the University use CIP code 260102, which is more appropriate given the description of the program. Staff also requested the proposal be revised to: <ul style="list-style-type: none"> <li>• Include state level employment data, if available.</li> <li>• Provide the total credit hours required for the program.</li> <li>• Explain costs identified in the MOU with University Health Services in the budget justification section.</li> </ul>
Revised Program Proposal Received	6/17/15	The revised proposal satisfactorily addressed all of the requested revisions.
CAAL Consideration	7/15/15	The University's representative described the program as a 3+1 program with students studying at USC Aiken for three years and then completing their studies with a clinical experience at University Health Care System. He also stated that the program will be very competitive and those who are not admitted to the program will be given the option of completing a degree in biology.  A commissioner asked how many graduates of the program will be employed by the University Health Care System. The University's representative stated that several graduates could expect to be employed there, but that USC Aiken's Career Center would also assist graduates seeking employment.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
		<p>He added that the year-long clinical experience would increase graduates' employment opportunities.</p> <p>A commissioner asked whether the institution's proximity to the state border would be an issue. The University's representative responded that reciprocal agreements are place with institutions and employers in the Augusta, Georgia area so the proximity to the border is not an issue.</p>

**Recommendation**

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to the Bachelor of Science in Clinical Laboratory Science to be implemented in Fall 2016.

**Name of Institution**

University of South Carolina Aiken

**Name of Program (include concentrations, options, and tracks)**

Bachelor of Science in Clinical Laboratory Science

**Program Designation**

- Associate's Degree                       Master's Degree  
 Bachelor's Degree: 4 Year               Specialist  
 Bachelor's Degree: 5 Year               Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)  
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation  
Fall 2016

CIP Code  
26.0102 Biomedical Sciences, General

**Delivery Site(s)**

USC Aiken campus, University Health Care System (Augusta, GA)

**Delivery Mode**

- Traditional/face-to-face\*  
\*select if less than 50% online
- Distance Education  
 100% online  
 Blended (more than 50% online)  
 Other distance education

**Program Contact Information (name, title, telephone number, and email address)**

Dr. William H. Jackson, Chair  
Department of Biology and Geology  
Email: [billj@usca.edu](mailto:billj@usca.edu)  
Phone: (803) 641-3601

**Institutional Approvals and Dates of Approval**

USCA Department of Biology and Geology Faculty-September 13, 2013; USCA Courses and Curricula Committee-March 17, 2014;USCA Council of Science-April 8, 2014; USCA Academic Council-April 8, 2014; USCA Faculty Assembly-April 29, 2014

## **Background Information**

### **State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)**

The purpose of the Bachelor of Science in Clinical Laboratory Science (BSCLS) is to provide a regional professional program for USC Aiken biology majors who are interested in an Allied Health career in a medical laboratory setting. Our program is unique in that it will be the only one of its type in this area of South Carolina and will supply well-qualified Medical Laboratory Scientists to hospitals and clinical laboratories within the Central Savannah River Area (CSRA). The USC Aiken BSCLS is designed as a 3+1 program offered in collaboration with the University Health Care System, which is accredited through the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and will offer the professional, clinical component of the degree program. Students who successfully complete the clinical internships will be awarded the BSCLS degree and be eligible to sit for national certification examinations administered by the National Certifying Agency for Medical Laboratory Personnel (NCA) and the American Society of Clinical Pathologists (ASCP). Those who fail to qualify for the Clinical component may complete their degree through our proposed Molecular Biology concentration (program modification).

### **List the program objectives. (2000 characters)**

USC Aiken biology majors pursuing the Bachelor of Science in Clinical Laboratory Science will be provided the opportunity to understand general and human health-related biological concepts, develop clinical skills, communicate ideas, and accept responsibilities in scientific settings. Students will study the history, laws, principles, and theories of biology. By graduation, the BSCLS major will:

1. develop critical thinking skills;
2. apply the Scientific Method;
3. develop research and clinical skills;
4. demonstrate an understanding of the history, terminology, principles, and unifying theories of the Biological sciences;
5. perform the duties and carry out the responsibilities of a Clinical Laboratory Scientist in a professional manner;
6. operate clinical laboratory equipment to carry out analyses of bodily fluids and tissues;
7. manage patient data and communicate results with supervisors and physicians.

### Assessment of Need

**Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)**

The American Society of Clinical Laboratory Scientists (ASCLS) predicts a 14% increase in job opportunities for medical laboratory technicians and scientists through 2016. In addition, this group projects 25% job growth and stable job security for all clinical laboratory scientists, which ranks third highest among all health-related occupations. A further analysis of job projections for Clinical Laboratory Scientists by the U.S. Bureau of Labor Statistics predicts an 11% rate of growth for medical laboratory technologists between 2010 and 2020. In addition, these data suggest that our aging population will lead to a greater need for medical laboratory technologists. There are currently (June 2015) 51 job postings Clinical Laboratory Technologists across South Carolina on Indeed.com. In addition, there are 14 additional postings in the Augusta, Georgia area.

The Central Savannah River Area encompasses thirteen Georgia counties and five South Carolina counties, Aiken, Allendale, Barnwell, Edgefield, and McCormick counties, which are primarily rural and underserved in terms of career opportunities. As our population ages there will be a greater impact on the healthcare industry in this area, and while we typically think of physicians and nurses as impacted by this trend, we often fail to consider the support staff that is required to generate and process medical laboratory data. This in turn points to the need for a professional program in clinical laboratory medicine specifically targeted to the USC Aiken-serving population. USC Aiken is uniquely poised to collaborate with the UHCS to offer a Bachelor of Science degree in Clinical Laboratory Science.

### Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

<b>Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs</b>	<b>Employment Projection</b>	<b>Data Source</b>
Clinical Laboratory Technician	47,900 Nationwide	29.7% increase through 2022	U.S. Bureau of Labor Statistics
Clinical Laboratory Scientist	Not provided	16% increase through 2016	American Society of Clinical Laboratory Scientists
Clinical Laboratory Technologist	51 SC postings, 14 Augusta, GA postings		Current job postings (June, 2015) on Indeed.com

**Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)**

As of January 1, 2015, there were 6,360 national job postings for Clinical Laboratory Technologists on Indeed.com (www.indeed.com), a job search site recommended by our clinical partner. A more recent search (June, 2015) of positions showed 50 postings from across South Carolina. In addition there are 52 postings for positions within 100 miles of USC Aiken, which includes 14 positions in the Augusta, GA area. In numerous discussions with potential clinical partners, the consensus opinion on career outlook and continued job opportunities for Clinical Laboratory Technologists was very positive. A common theme among our partners was the need to train new clinical laboratory technologists, not only for the increased demand in the job market, but also to replace those who are approaching retirement. In all, there is no evidence that there will be difficulties for graduates of this program to find gainful employment in their field.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

**List of Similar Programs in South Carolina**

<b>Program Name</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
Clinical Laboratory Science/ Medical Technology/Technician	Southern Wesleyan University	Coursework taken on campus, clinical instruction in approved institution	Additional biology course requirements (37 hours at USCA vs. 23 hours at SWU)
Clinical Laboratory Science/ Medical Technology/Technician	Coker College	Coursework taken on campus, clinical instruction in approved institution	Additional biology course requirements (37 hours at USCA vs. 23 hours at Coker College). BS degree at USCA, BA degree at Coker.
Clinical/Medical Laboratory Technician	Several SC Tech schools, e.g. Midlands Tech, Greenville Tech, Tri-County Tech, etc.	Coursework taken on campus, clinical instruction at affiliated hospital	Additional biology course requirements (37 hours at USCA vs. 23 hours at Tech Schools). USCA students have the option of completing a BS with a concentration in Molecular Biology.
Cardiovascular Technology/Technologist	MUSC, USC Columbia, and Piedmont Tech (AAS)	Coursework taken on campus, clinical instruction at approved institution.	Much more specialized program where graduates work in cardiology departments in a hospital setting

**Description of the Program**

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-2016	10	160	10	170	2	8
2016-2017	22	390	22	410	2	8
2017-2018	31	535	31	555	2	8
2018-2019	36	610	36	630	2	8
2019-2020	40	680	40	700	2	8

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

- Yes  
 No

**If yes, explain. (1000 characters)**

All regularly admitted USC Aiken students will be eligible for the Clinical Laboratory Science program upon completion of 60 semester hours toward the biology major to include 8 semester hours of introductory biology, 8 semester hours of general chemistry, 3-4 semester hours of calculus, and a 2.75 cumulative GPA, which is required for admission into the clinical component. Students must maintain a 2.75 GPA to remain in the program. Students not meeting the minimum GPA requirement, or those who fail to gain admittance into a clinical program, may choose to complete the BS degree program in our proposed Molecular Biology concentration. The BS in Clinical Laboratory Science consists of 51-54 general education semester hours, 37 biology semester hours, 4 cognate hours, and 28 semester hours of clinical study, totaling 120-123 semester hours. BSCLS candidates may apply to enter the clinical program following completion of 75 semester hours. Those who are admitted into the professional program will complete 48 weeks of clinical training at the University Health Care System.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

### Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
English 101	3	English 102	3		
Biology 121 – Biological Sci I	4	Biology 122 – Biological Sci II	4		
Math 122 or 141 - Calculus	3-4	Chem 112 – General Chem II	4		
Chem 111 – General Chem I	4	Social/Behavioral Science	3		
Critical Inquiry	1				
Total Semester Hours	15-16	Total Semester Hours	14	Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Biology 350 – Genetics	4	Biology 340 - Virology	4		
Chem 331/331L – Organic Che	4	Biology 541 - Biochemistry	3		
Statistics	3	American Political Institutions	3		
Foreign Language I	3-4	Foreign Language II	3-4		
		Humanities	3		
Total Semester Hours	14-15	Total Semester Hours	16-17	Total Semester Hours	
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Biology 330 – Microbiology	4	Biology 550 - Immunology	3		
Biology 502 – Cell/Molecular	3	Biology 360 – Animal Physiol	4		
Biology 332 – Human Anatomy	4	Humanities	3		
Social/Behavioral Science	3	Humanities	3		
Communications	3	World History	3		
Total Semester Hours		Total Semester Hours	16	Total Semester Hours	
<b>Year 4</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Biology 440 – Clinical Intern I	14	Biology 450 – Clinical Intern II	14		

120-123 Total Hours

**Course Descriptions for New Courses**

<b>Course Name</b>	<b>Description</b>
BIOL 332 Integrated Human Anatomy	An integrated survey of human anatomy to include development, histology, and gross anatomy of human systems. The organizational structure and integration of human systems are stressed.
BIOL 440 Medical Technology Internship I	A 24 week didactic internship in collaboration with the University Health Care System consisting of the following topics: Laboratory/Hospital Orientation (1 wk); Urinalysis and Body Fluid Analysis (1 wk); Introduction to Phlebotomy (1 wk), Clinical Chemistry and Toxicology (3 wks); Clinical Hematology/Coagulation (3 wks); Microbiology I (4 wks); Microbiology II (3 wks); Medical Parasitology (2 wks); Medical Mycology (1 wk); Medical Virology (1wk); Clinical Immunohematology (3 wks); Laboratory Leadership and Management (1wk).
BIOL 450 Medical Technology Internship II	A 24 week clinical internship in collaboration with the University Health Care System with clinical rotations in the following areas: Microbiology I (4 wks); Microbiology II (4 wks); Clinical Hematology (4 wks); Clinical Chemistry (3 wks); Blood Banking (3 wks); Urinalysis and Body Fluid Analysis (1 wk); Serology/POC (1 wk); Histology (2 wks); Laboratory Leadership and Management (2wks) and Phlebotomy (1 wk).

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**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Associate Professor 1	Full	BIOL 340 (4), 350 (4) 502 (3), 550 (3)	Ph.D., Immunology, Medical College of GA	
Professor 1	Full	BIOL 330 (4) Microbiology	Ph.D., Microbiology, Clemson University	
Associate Professor 2	Full	BIOL 121 (4), Biological Science I, BIOL 360 (4)	Ph.D., Envrn. Toxicology, Univ of South Carolina	
Associate Professor 3	Full	BIOL 122 (4) Biological Science II	Ph.D., Ecology, Wake Forest University Missouri-Columbia	
Assistant Professor 1	Full	BIOL 121 (4) Biological Science I; 332 (4) Integrated	Ph.D., Devlp. Biology, Univ College London	
Assistant Professor 2	Full	BIOL 121 (4) Biological Science I, 541 (3)	Ph.D., Biochemistry, University of Missouri-Columbus	
Assistant Professor 3	Full	BIOL 122 (4) Biological Science II	Ph.D., Wildlife & Fisheries, Texas A&M	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

**Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):**

Faculty            3.3                    Staff            0.10                    Administration 0.05

### **Faculty /Administrative Personnel Changes**

**Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)**

The program will be provided by existing faculty/staff/administration. No new positions required.

### **Library and Learning Resources**

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

The USC Aiken Gregg-Graniteville Library occupies a two-story, 40,000ft<sup>2</sup> building situated on the university's quadrangle. The collection contains 211,251 volumes of books/serials, 79,896 microfilm/microfiche units, and some 4,217 volumes of media materials. Students have access to 252 databases, including DISCUS and PASCAL, totaling 29,776 E-journals and 60,841 E-books. Our current monograph holdings (print and electronic) in the biological sciences include: Genetics - 213, Cell Biology - 163, Human Anatomy - 91, Physiology - 1296, Molecular Biology/Microbiology - 343.

Given that the biological sciences are particularly reliant on current peer-reviewed journal literature, our current monographs collection is adequate to meet student needs; however, additional resources should be acquired to strengthen the monographic holdings to fully meet the curricular needs in the areas that are weakest. This would require an estimated \$5,000 per year additional funds, totaling \$25,000.

### **Student Support Services**

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

No additional academic support services are anticipated for this program.

### **Physical Resources**

Identify any new instructional equipment needed for the proposed program. (500 characters)

The current physical plant will provide adequate space for the BSCLS degree program. No modifications to existing facilities are anticipated at this time. No purchases of major equipment will be needed to implement the BSCLS degree program. Additionally, our clinical partner will provide all clinical equipment and training.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

The Department of Biology and Geology houses shared laboratory spaces, totaling 2,272 square feet. These facilities include: Tissue culture: equipped with two biological safety cabinets, two CO<sub>2</sub> incubators, two inverted microscopes (one with epifluorescence capabilities), digital imaging capability, an electroporator, and centrifuges; Microscopy: equipped for both brightfield and epifluorescence microscopy work, each with digital imaging capabilities; Gel/Blot documentation: equipped with a BioRad ChemiDOC gel imaging system for EtBr, fluorescence, and luminescence imaging, and a Storm Phosphorimager; and General use: equipped with autoclaves, high-speed centrifuges, deionized and distilled water, and -80 freezers. In addition, there are three research laboratories dedicated to the Biomedical/molecular biology research of four faculty members. These laboratories contain ample bench space and the required consumables and equipment to conduct standard molecular biology techniques.

### Financial Support

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	3258	3300	3333	3367	3400	16668
Faculty and Staff Salaries	69368	114514	186729	270975	271009	912595
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	600	1850	3450	5450	5450	16800
Library Resources	5000	5000	5000	5000	5000	25000
Other*	2500	2500	2500	2500	2500	12500
<b>Total</b>	<b>80726</b>	<b>127164</b>	<b>201012</b>	<b>287292</b>	<b>287359</b>	<b>983563</b>
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	94895	213987	309065	367888	377085	1362920
Program-Specific Fees	0	0	0	0	0	0
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding*	0	0	0	0	0	0
Other Funding*	0	0	0	0	0	0
<b>Total</b>	<b>94895</b>	<b>213987</b>	<b>309065</b>	<b>367888</b>	<b>377085</b>	<b>1362920</b>
<b>Net Total</b> (i.e., Estimated New Costs Minus Sources of Financing)	<b>14169</b>	<b>86823</b>	<b>108053</b>	<b>80596</b>	<b>89726</b>	<b>379357</b>

\*Provide an explanation for these costs and sources of financing in the budget justification.

## Budget Justification

**Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)**

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

The budget assumes 10 new students in year one, 22 total students in year two, 31 students in year three, 36 total students in year four and 40 total students by year five. The budget also assumes a 2.5% tuition increase per year, 10% of time for an administrative assistant and a 1% annual raise for clerical staff. Faculty salary estimates are based on the average FTE salary and fringes of \$72,182. In the MOU with UHMC, USC Aiken has agreed to reimburse UHMC at \$2,000/student for the first 12 students, and \$1,500 for each student over 12 up to 15 students. We anticipate 5 interns (\$10,000) in the third year, 12 interns (\$24,000) in the fourth year, and 12 students (\$24,000) in the fifth year. This reimbursement was categorized as part-time faculty salaries for supervising/teaching the clinical laboratory experiences at UHMC and has been included in the faculty salary portion of the table. Administrative costs assume 5% of unit head's time for administering program and a 1% raise per year. Course material costs are based on current per student expenditures for proposed lab courses. The BSCLS program is designed to use existing courses currently offered by the Department of Biology and Geology, and therefore no additional faculty are anticipated. Therefore there are no real additional expenses concerning personnel. The only new costs are library (\$5,000/year and marketing costs (\$2,500/year). These costs will be funded through tuition generated after the first year of the program.

## **Evaluation and Assessment**

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Assessment of the BSCLS degree program will mirror our practices in our current BA/BS biology degree programs.

1. Students in our introductory courses (BIOL A121 and A122) will be assessed by pre- and posttest to determine student baseline knowledge. The test will have a multiple choice format and contain ten questions derived from each target course. (SLO 4a-c)
2. Students will be assessed in our mid-level core courses (BIOL A350 and A332) by pre-and posttest to determine student progress through the major. Each test will consist of ten questions that are derived from the target course. (SLO 4a-c)
3. The final assessment for students will be during the final year in the program. Graduating seniors will be assessed with the full posttest, which consists of 40 questions derived from our four target courses, to determine the success of the program.
4. The overall success of the BSCLS program will be determined by the success rate of graduates in obtaining national certification as Medical Laboratory Scientists. These data will be tracked and reviewed on a three-year rotation by department's Curriculum and Assessment Committee.

The department's assessment plan and results are currently reviewed on a three-year rotation by USC Aiken's Academic Assessment Committee. Additionally our assessment data is reviewed annually by the unit head in consultation with the department's Curriculum and Assessment Committee. Annual oversight of the department's assessment results is carried out by the university's Executive Vice Chancellor for Academic Affairs.

**Student Learning Assessment**

<b>Expected Student Learning Outcomes</b>	<b>Methods of/Criteria for Assessment</b>
<p>SLO 1. Develop critical thinking skills: a) critique credible evidence to support arguments, b) solve biological problems using strategies appropriate to the subject</p>	<p>A pre-test and post-test will be administered in the core courses (BIOL 121, 122, 332, 350) and a post-test in the senior capstone experience (BIOL 490/498) to evaluate progress in these skills.</p>
<p>SLO 2. Apply the scientific method: a) develop hypotheses and design experiments to solve biological problems, b) collect, analyze, and interpret data, c) communicate results in both written and oral form</p>	<p>A pre-test and post-test will be administered in the core courses (BIOL 121, 122, 332, 350) and a post-test in the senior capstone experience (BIOL 490/498) to evaluate progress in these skills.</p>
<p>SLO 3. Develop research skills: a) compile and organize relevant information, b) apply biological concepts to design a problem-solving strategy, c) develop and execute a research capstone project</p>	<p>Communication and research skills will be assessed by targeting a lab writeup in core courses, assessing oral presentations in BIOL 350, and assessing senior research oral presentation and posters (BIOL 499/498) using a rubric developed by the department.</p>
<p>SLO 4. Demonstrate an understanding of the history, terminology, principles, and unifying theories of the biological sciences</p>	<p>A pre-test and post-test will be administered in the core courses (BIOL 121, 122, 332, 350) and a post-test in the senior capstone experience (BIOL 490/498) to evaluate progress in these skills.</p>

Will the proposed program seek program-specific accreditation?

Yes

No

**If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)**

Will the proposed program lead to licensure or certification?

Yes

No

**If yes, explain how the program will prepare students for licensure or certification. (500 characters)**

Students who successfully complete the clinical component of the degree may sit for certification as a Clinical Laboratory Technician from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

### **Teacher or School Professional Preparation Programs**

Is the proposed program a teacher or school professional preparation program?

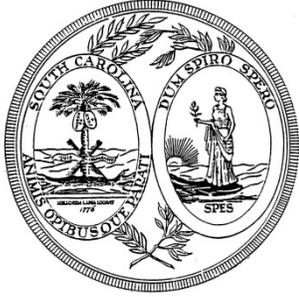
Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.



# South Carolina Commission on Higher Education

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Dr. Richard C. Sutton  
Executive Director

CHE  
9/3/15  
Agenda Item 5.02.B

September 3, 2015

## **MEMORANDUM**

**To:** Chairman John L. Finan and Members, SC Commission on Higher Education  
Members

**From:** Dr. Bettie Rose Horne and Members, Committee on Academic Affairs and  
Licensing

### **Analyses of Program Modifications**

Attached are the executive summary and proposal for the program modification for consideration at the September 3, 2015, meeting of the S.C. Commission on Higher Education.

Please do not hesitate to call Dr. John Lane, Interim Director of Academic Affairs, at 803-737-0141 should you have any questions or concerns about the summary or recommendation.

Enclosures

**Program Modification Proposal  
 Bachelor of Science in Civil Engineering  
 South Carolina State University**

**Summary**

South Carolina State University (SCSU) requests approval to transition the B.S. in Civil Engineering Technology into a B.S. in Civil Engineering, to be implemented in Fall 2016. The proposed program is to be offered through traditional instruction. The South Carolina Code of Laws currently contains a provision which states that the Category B licensure for Professional Engineers for which engineering technology graduates are currently eligible will cease to exist as of July 1, 2020. As a result, graduates of Engineering Technology programs will no longer be able to become licensed as Professional Engineers. South Carolina State University is modifying its program so that graduates remain eligible for licensure. The following chart outlines the stages of review for the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal, supplemental material about student recruitment as requested by ACAP, and a letter of support from the current Board of Trustees and Interim President as requested by CAAL are attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Modification Proposal Received	5/1/15	Not Applicable
ACAP Consideration	6/11/15	University representatives explained the need for the proposed program. The representative from Orangeburg-Calhoun Technical College expressed support for the proposed program. The representative from USC requested additional data/information to support the claim that the proposed program will recruit from a different pool of students than the existing civil engineering programs in the state. SCSU representatives stated that the University mainly recruits minority students and agreed to provide additional information about student recruitment.
Comments and suggestions from CHE staff sent to the institution	6/15/15	Staff requested the proposal be revised to: <ul style="list-style-type: none"> <li>• Clarify that the existing Civil Engineering Technology program is transitioning to a Civil Engineering program and explain the overall transition or phase-out plan of the existing program.</li> <li>• Separate the program objectives from the need/reasons to change the program from Civil Engineering Technology to Civil Engineering.</li> <li>• Provide the growth rate for SC referenced in the proposal.</li> </ul>

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> <li>• Present a stronger justification of the need for the program.</li> <li>• Connect and explain the examples used to support the modification.</li> <li>• Provide a context for the chart showing the enrollment in the civil engineering technology program.</li> <li>• Include information to support the statement made at the ACAP meeting about the program being one that will help grow enrollment at the University.</li> <li>• Provide evidence to support the claim that the University attracts a different pool of students than the other institutions that offer civil engineering programs in the state.</li> </ul>
Revised Program Proposal Received	6/24/15	The revised proposal and additional supplemental material provided satisfactorily addressed all of the requested revisions.
CAAL Consideration	7/15/15	<p>The University's representative explained the need to transition the program from an engineering technology program to an engineering program.</p> <p>Commissioners asked about access and equity and the University's representative described the institution's recruitment strategies to attract diverse students. While the administration's recruitment strategies do not exclude any race, the representative stated that the institution primarily attracts African-American students. He also informed Commissioners that the institution has had an increase in the number of white students enrolled in the past five years and that some programs attract a better mix of students. He then cited the example of the speech pathology program for which 50% of the students enrolled are white. Commissioners also applauded the institution's efforts to recruit females to its engineering programs.</p> <p>The University's representative then responded to a question about ABET accreditation by explaining the accreditation process, informing the Commissioners that two current faculty members are ABET evaluators, and identifying the programs at</p>

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
		<p>the institution that are ABET accredited.</p> <p>Commissioners asked about equipment needed to support the transition to an engineering program and the University's representative assured the Committee that the institution has the equipment necessary to support the program.</p> <p>Commissioners also noted that the modification proposal was approved by the previous President and Board of Trustees and asked whether the new Board and Interim President supported the program. The University representative provided a letter of support as requested (attached).</p>

**Recommendation**

The Committee on Academic Affairs and Licensing recommends the Commission approve the program modification to transition the B.S. in Civil Engineering Technology into a B.S. in Civil Engineering, to be implemented in Fall 2016.



Department of Civil & Mechanical and Nuclear Engineering:	September 03, 2014
Dean (CSMET):	September 03, 2014
Dean, Library & Information Services:	September 04, 2014
Registrar:	September 09, 2014
Provost's Office:	September 18, 2014
Educational Policies Council:	September 25, 2014
Faculty Senate:	October 7, 2014
President:	October 14, 2014
Board of Trustees:	December 4, 2014

### **Background Information**

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

South Carolina State University (SCSU) requests approval of a Bachelor of Science degree in Civil Engineering (BSCE). The objective of this proposal is to modify the existing ABET-accredited Civil Engineering Technology (CET) program at SCSU to Civil Engineering (CE) and to offer a BSCE to students at SCSU. In this modification, a total of 21 semester hours are removed from the current CET curriculum and a total of 24 semester hours of new courses are added.

With the need to expand our civil engineering infrastructure (roads, bridges, utilities, buildings, etc.) in order to accommodate the growing population both at the state and national levels as well as maintain our deteriorating infrastructure, the need for civil engineers and civil engineering technologists could not be higher. The proposed Civil Engineering program is designed to contribute to the amelioration of the shortage of qualified civil engineers and thus satisfy the quest for licensure of many civil engineering technologists in the State who find the current pathway to professional licensure difficult.

The mission of the College of Science, Mathematics, Engineering and Technology (CSMET) is to "...produce scientists, mathematicians, engineers and engineering technologists who are highly skilled, competent, and well prepared to enter professional careers in the public and private sector and to pursue degrees beyond the baccalaureate level in professional or graduate school". The mission of SCSU is to prepare "highly skilled, competent, economically and socially aware graduates to enable them to work and live productively in a dynamic, global society."

The proposed program does not duplicate any of the existing programs currently offered by the university. The curriculum for the proposed CE program shares a common foundation with mathematics, chemistry, physics, and common engineering subjects.

The CE program is expected to be put into place in the fall of 2016. At that time all incoming students will be placed in the BSCE program and none will be allowed into the BSCET program as it will be in the process of phasing out. Students who are Juniors and Seniors in the BSCET program will graduate in that program; however, if they choose too, they will be allowed to change to the BSCE program. It will be fully explained to them that if they choose to change to the BSCE program that they may have to extend their time at SCSU. Students who are

freshmen or sophomores in the BSCET program at that time will be transferred to the BSCE program. The existing BSCET program will be closed by the end of the 2018/2019 year.

List the objectives of the modified program. (1500 characters)

The objectives of this proposed program are:

1. To provide students with opportunities to become licensed as Professional Engineers (PE) in the state of South Carolina. After June 2020, a provision in the South Carolina state law regarding professional licensure of engineers will become effective that will prohibit B.S. Engineering Technology graduates from becoming licensed as Professional Engineers in this state, unless they receive an ABET-EAC accredited degree.
2. To provide students with enhanced employment opportunities after graduation, both inside and outside of South Carolina.
3. To address the persistent demand for Civil Engineering graduates.
4. To provide continuing education opportunities for locally employed engineering graduates with the necessary education to prepare them for post graduate education (that insist on EAC of ABET accredited undergraduate degrees) in civil engineering or related fields.
5. To provide the technical manpower to the region, especially of minorities.

The CE program is scheduled to begin in the fall of 2016. The proposed program will admit only students who have the necessary prerequisites to meet the challenge of a rigorous program.

## Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable. (1500 characters)

Civil Engineers have an incredibly diverse range of career options. Career opportunities can be found in many areas such as the geotechnical field, transportation, geomatics, structures, construction, water resources, environmental studies, site civil design, etc. Graduates from the Civil Engineering program at South Carolina State University will be qualified to meet the needs of the local as well as national civil engineering firms, municipalities, counties, state and federal governments. Moreover, as part of a Historically Black College or University (HBCU), this program would contribute to addressing issues of diversity in the Civil Engineering community while continuing to foster excellence in education for both the minority and majority populations of the State of South Carolina. The CET program has been accredited by ABET/ETAC since 1983 and SCSU is the only public HBCU in the state that offers an accredited Bachelor of Science degree in Civil Engineering Technology (BSCET). Demands placed on CE professions have increased dramatically as the need for construction of new as well as maintenance and rehabilitation of infrastructure have increased.

There is a shortage of engineers nationally and in South Carolina. South Carolina State University, with its deep roots in the African-American community, is certain to attract and nurture to graduation young people who would otherwise not have considered a career in engineering. It is highly probable that SCSU will attract federal and foundation support not available to other universities in the state of South Carolina. The national Bureau of Labor Statistics projects 53,700 new jobs for Civil Engineers between 2012 and 2022 and a job growth rate of about 20% nationally for all engineers. This is higher than the average for all engineering disciplines. The growth rate and demand for Civil Engineers in South Carolina is higher because of the influx of new as well as maintenance and rehabilitation of infrastructure such as bridges, roads, and other civil engineering projects. A diverse work force is demanded in the profession, and some civil engineering entities will not hire Engineering Technology graduates at all especially in South Carolina.

The projected percentage change for Civil Engineering employment is 20% nationally. In addition, according to "recruiter.com", the overall outlook for civil engineer careers has been positive since 2004. Vacancies for this career have increased by 14.16% nationwide in that time, with an average growth of 2.36% per year. Demand for civil engineers is expected to go up, with an expected 96,780 new jobs filled by 2018. This represents an annual increase of 4.86% over the next few years.

In recent years, Civil Engineers have the highest job vacancies and job growth rate in the State of South Carolina is 18.7%, and is ranked #7 in the nation (source: recruiter.com).

After June 2020, a provision in South Carolina state law regarding professional licensure of engineers will become effective that will prohibit Engineering Technology graduates from becoming licensed as Professional Engineers in this state. This implies that any Engineering Technology major who graduated with a B.S. degree after 2012 cannot ever become licensed as a PE in this state with just that degree. This change in policy will greatly disenfranchise CET graduates who are often equally qualified and deserving of being able to earn a professional engineering license as their CE graduate contemporaries. The CET program at SCSU has a history of producing high quality engineering professionals who are a credit to their organizations and to the engineering profession. It is imperative that the modification of the existing CET program at SCSU to an CE program be allowed so that future high quality

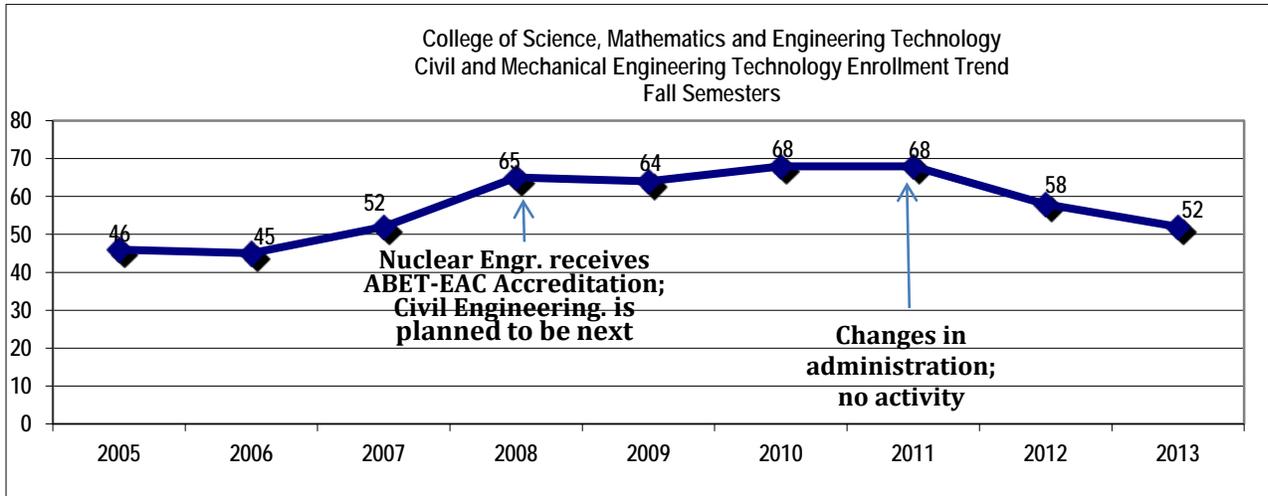
engineering professionals who are graduates will have a fair opportunity to attain professional advancement and professional licensure if they so desire.

The proposed modification is expected to create an increase in enrollment. South Carolina State University's internal data strongly shows that the university will experience increased enrollment in engineering disciplines as shown in the existing Nuclear Engineering program at SCSU. The table below shows how the Nuclear Engineering Program at SCSU increased its enrollment between 2008 and 2012 even as the overall university's enrollment decreased during that time.

Year	SC State Fall Enrollment	Nuclear Enrollment
2008	4888	30
2009	4538	36
2010	4362	49
2011	4326	53
2012	3807	55
2013	3461	55

As explained in additional supplementary Targeted Pools for Recruiting Students to Engineering Programs at South Carolina State University (attached), one of the major arguments made by "legacy" students and native African American South Carolina students who would otherwise attend South Carolina State is that a full Engineering program (other than Nuclear) did not exist at this university. With the recent approval to offer Industrial Engineering, the inclusion of a Civil Engineering program at South Carolina State will undoubtedly reverse the trend of native students seeking to major in Engineering from selecting North Carolina A & T, Florida A & M, and Tuskegee Universities. African American students opting to attend these out-of-state schools generally do not desire to attend either Clemson or South Carolina, even though they may have been recruited and/or admitted to these schools. Thus, South Carolina State University would now provide the in-state alternative for such students. In recent experience, this amounts to 2-3 well-qualified students per year from Orangeburg-Wilkinson High School alone.

The diagram below shows the increase in enrollment for the Civil Engineering Technology Program after an announcement was made that there was a plan to offer Civil Engineering at SCSU.



Considering the low enrollment at SCSU, in general, the increase should be looked at percentage wise. From 45 students to 68, the percentage increase is 51%. The enrollment increase is indeed 23 students that translate to 51%. The decrease as shown in the diagram is due to the “Changes in administration” and the publicity of the whole school in general.

Both the Nuclear and Civil Engineering Technology Programs enrollment examples indicate a clear student demand and interest in engineering at this university. The implementation of the Civil Engineering program at SCSU should create the same trend in enrollment increases.

The alignment of academic training with current and predicted market demands in the areas related to this discipline will attract many high performing students that are interested in pursuing careers in science and mathematics. This increase in enrollment should be visible in both the number of in-state students as well the number of out-of-state students.

Will the proposed modification impact any existing programs and services at the institution?

Yes

No

If yes, explain. (1000 characters)

**List of Similar Programs in South Carolina**

Program Name	Institution	Similarities	Differences
Civil Engineering	Clemson University	Both universities offer the same program.	<sup>1</sup> (1) Geographic distance between the two institutions indicates that they serve different regions of the state. (2) SCSU's emphasis on minority recruitment
Civil Engineering	USC	Both universities offer the same program.	<sup>1</sup> (1) SCSU's emphasis on minority recruitment
Civil Engineering	Citadel	Both universities offer the same program.	<sup>1</sup> (1) SCSU's emphasis on minority recruitment (2) Distinctly different recruitment & different student populations
		<sup>1</sup> While SCSU recruits and serves all students, as an HBCU, its student body is predominantly African American. The University serves a different geographical region when compared to Clemson University, and does not compete for students with USC or the Citadel even though all three universities are within one and one-half hours away from each other. Further, the great need for civil engineers in the state and nation as noted in the data from the Bureau of Labor Statistics, indicates that the state's public higher education institutions need to produce many graduates to fill the civil engineering needs that currently exist and those that will exist in the future.	
		Please see additional supplementary Targeted Pools for Recruiting Students to Engineering Programs at South Carolina State University (attached).	

### Description of the Program

Projected New Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-2016	5	75	5	75	0	0
2016-2017	10	150	10	150	0	0
2017-2018	15	225	15	225	0	0
2018-2019	20	300	20	300	0	0
2019-2020	21	315	21	315	0	0

### Curriculum

Attach a curriculum sheet identifying the courses required for the program.

#### Curriculum Changes

**Note: Complete this table only if there are changes to the curriculum.**

Courses Eliminated from Program	Courses Added to Program
M 152 Pre-Calculus (3 cr)	<sup>1</sup> PSC 202 – Physical Geology (3 cr)
CS 150 – Computer Technology (3 cr)	<sup>1</sup> M 237 – Calculus III (3 cr)
M 250 – Linear Algebra (3 cr)	<sup>1</sup> M 403 – Differential Equations (3 cr)
CET 312 – Route Surveying (3 cr)	<sup>1</sup> CET 318 – GPS & Control Survey. (3 cr)
CET 412 – Codes & Regulations (3 cr)	<sup>1</sup> CET 428 – Hydrology & Drainage (3 cr)
CET 420 – Water & Sewage (3 cr)	<sup>1</sup> CET 419 – Foundation Engineering (3 cr)
Open Elective (3 cr)	<sup>1</sup> CET 424 – Elements of GIS (3 cr)
	<sup>1</sup> TRP 530 – Transportation Planning (3 cr)

<sup>1</sup>Courses already in the SCSU's catalog

**CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN  
CIVIL ENGINEERING  
AT SOUTH CAROLINA STATE UNIVERSITY  
134 CREDIT HOURS**

**FRESHMAN**

First Semester	Credits	Status	Second Semester	Credits	Status
E-150 English I (NP)	3	_____	E-151 English II (E 150)	3	_____
M 153 Calculus I (M 152)	3	_____	M 163 Calculus II (M 153)	3	_____
ET 150 Basic Cad (NP)	3	_____	CET 205 Com. Aided Draft. (ET 150)	3	_____
ENGR 170 Intro. Engr. (NP)	3	_____	C-150 Chemistry (NP)	3	_____
UNIV-101 Intro. to Univ. Comm. (NP)	2	_____	C-151 Chemistry Lab (NP)	1	_____
PE-150 or HED-151 (NP)	2	_____	PSC 202 Physical Geology (NP)	3	_____
	<u>16</u>			<u>16</u>	

**SOPHOMORE**

First Semester	Credits	Status	Second Semester	Credits	Status
E 250 or E 251 Literature (M 153)	3	_____	P 255 Physics II (P 254)	3	_____
M 237 Calculus III (M 153)	3	_____	P 253 Physics Lab.(P 254/251)	1	_____
P-254 Physics I (M 153)	3	_____	ET 250 Tech. Comm. (E 150/E 151)	3	_____
P-251 Physics I Lab. (M 153)	1	_____	M 403 Diff Equ (M 237)	3	_____
ET 255 Engr. Econ. (M 152)	3	_____	ENGR 213 Str of Mat. (ENGR 212)	3	_____
ENGR 212 Statics (M 152)	3	_____	A 250 or MU 250 or Drama 254	3	_____
	<u>16</u>		(NP)	<u>16</u>	

**JUNIOR**

First Semester	Credits	Status	Second Semester	Credits	Status
Soc-250 or Psy 250 (NP)	3	_____	EET 230 Circuit Ana. (M 153)	3	_____
ET 310 Engr. Computing (NP)	3	_____	ETS 250 or HHU 250 (NP)	3	_____
H 250 of H 251 History (NP)	3	_____	ENGR 313 Dynamics (ENGR 212)	3	_____
CET 319 Theo. of Struc.(ET 213/M153)	3	_____	CET 320 Highway Engr. (CET 311)	3	_____
CET 311 Plane Survey. (M 152)	3	_____	CET 315 Construction (JST)	3	_____
ET 421 Thermo. (M 163/P254/P251)	3	_____	CET 318 GPS & Contr Surv (CET 311)	3	_____
	<u>18</u>			<u>18</u>	

**SENIOR**

First Semester	Credits	Status	Second Semester	Credits	Status
CET 413 Struc. Design (CET 319)	3	_____	CET 414 Struc. Design (CET 319)	3	_____
ENGR 417 Mat. Test. Lab. (ET 213)	3	_____	CET 419 Foundation Engr (CET 418)	3	_____
CET 418 Soil Mechanics (ET 213)	3	_____	CET 428 Hydrology & Drainage (CET 415)	3	_____
CET 415 Fluid Mech. (ET 313)	3	_____	CET 460 Sr. Project (SST)	3	_____
CET 459 Sr. Proj. Prop. (SST)	1	_____	TRP 530 Transp. Planning	3	_____
Restricted Elective (Select One)	3	_____	CET 424 Elements of GIS	3	_____
EAET 410 Engineering Ethics OR					
EAET 411 Role of Engineers (SST)					
	<u>16</u>			<u>18</u>	

**LEGEND: TFD – Transferred, CE – Credit By Examination, E- Exempt**  
**NB Students who are exempt from any course must take other approved course(s) in order to complete total credit hour requirement.**  
 ( ) Prerequisites / NP- No Prerequisites/ COR-Co-requisites / SST-Senior Standing / JST-Junior Standing

### Faculty

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program modification. (1000 characters)

The existing faculty of the current CET program at SCSU will be used to implement the program modification for the CE program.

Faculty Rank	Degrees
Associate Professor	PhD Civil Engineering: GeoMatics & Geotechnical M.A.Sc. Civil Engineering B.Sc. Civil Engineering
Associate Professor	PhD Civil Engineering: Geotechnical M.Sc. Civil Engineering B.Sc. Civil Engineering
Assistant Professor	PhD Civil Engineering: Structural M.Sc. Civil Engineering B.Sc. Civil Engineering
Assistant Professor	PhD Civil Engineering: Transportation M.Sc. Civil Engineering B.Sc. Civil Engineering

### Resources

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

There are no additional requirements on the physical plant since there is adequate space and facilities to support the Civil Engineering program in its current location in Engineering & Computer Science Complex. The \$4,000 annually designated for library as shown in the Financial Support table is needed keep abreast of new publications in the field.

### Financial Support

Estimated New Costs by Year						
Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Program Administration						
Faculty and Staff Salaries (Overload or Adjunct)						
Graduate Assistants						
Equipment						
Facilities						
Supplies and Materials	3,000	3,000	3,000	3,000	3,000	15,000
Library Resources	4,000	4,000	4,000	4,000	4,000	20,000
Other*						
<b>Total</b>	7,000	7,000	7,000	7,000	7,000	35,000
Sources of Financing						
Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Tuition Funding	50,440	100,880	151,320	201,760	211,848	716,248
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
<b>Total</b>						
<b>Net Total</b> (i.e., Sources of Financing Minus Estimated New Costs)	50,440	100,880	151,320	201,760	211,848	716,248

<sup>1</sup>The tuition (and fees) is calculated at the rate of \$5,044 per student per semester.

### Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

The existing faculty, staff, and infrastructure of the current BSCET program at SCSU will be used to implement the new BSCE program. There will be no required additional costs in terms of faculty, buildings, or other resources in order to create the new BSCE program at SCSU. The funds for supplies and upkeep of library resources have been included in the budget to ensure that the program keeps abreast of trends in the field.

### Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

Will the proposed modification affect or result in program-specific accreditation?

Yes

No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

The current program has been and is currently accredited by the Engineering Technology Accreditation Commission (ETAC) of ABET. After the modification is implemented, the accrediting body will switch from ETAC of ABET to Engineering Accreditation Commission (EAC) of ABET. ABET accreditation will be pursued. The BSCE program is expected to be EAC of ABET accredited within four years of CHE approval.

Will the proposed modification affect or lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

In South Carolina, graduates of an ABET EAC accredited program may apply for licensure from the State Board of Professional Engineers and Land Surveyors. The graduates do this by first taking the Fundamentals of Engineering exam (FE) either during their last semester before graduating or very shortly after. Then they work in the field for a minimum of four years and apply to take the Professional Engineering (PE) exam. After successful completion of these requirements they may become licensed as Professional Engineers. The engineering department at SCSU is planning on creating a series of workshops which will aid the students in passing the FE exam.

### **Teacher or School Professional Preparation Programs**

Is the proposed modified program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.



**Targeted Pools**  
**for**  
**Recruiting Students**  
**to**  
**Engineering Programs**  
**at**  
**South Carolina State University**  
  
**CHE-ACAP Responses**

Considerations of the applicant pool that will be targeted by South Carolina State University in implementing a Civil Engineering program can be seen based on the Nuclear Engineering program data below. Nuclear Engineering is the lone active engineering program at South Carolina State University at this time (the B.S. in Industrial Engineering is scheduled for implementation in Fall 2015). Based on data from this program, as shown below, it is clear that a key targeted applicant pool is **females**, with emphasis on African American females. These young women are primarily drawn from the immediate service area of the university and from surrounding states, particularly Georgia. Approximately nine percent (9%) of South Carolina State's female Nuclear Engineering graduates are white. A second major targeted group consists of African Americans in the immediate service area of the university (i.e. Orangeburg and nearby counties); and a third targeted group is "legacy" students, i.e. those students whose relatives, teachers, or friends have previously attended this university, and have inspired/encouraged them to attend this institution.

The proposed Civil Engineering program at South Carolina State University will continue to target females, especially African Americans. It will also target "legacy" students, and those capable African American students seeking to earn an Engineering degree but who desire to study Engineering at an HBCU rather than at Clemson University or at the University of South Carolina. Typically, such students elect to attend North Carolina A & T or Florida A & M. We have lost many high performing graduates from Orangeburg-Wilkinson High school to these institutions because we do not currently offer full Engineering programs (other than Nuclear Engineering). A review of the three highest ranked Civil Engineering Technology graduates in the class of 2015 illustrates this point well: Hirut Kollech, who lives with a North Carolina family, chose South Carolina State because a member of her host family attended here; Deondre Glover, an Orangeburg native with very high test scores and class rank, chose to stay close to home; and Deja Jackson, a South Carolinian from the low country who scored in excess of 1200 (M/V) on the SAT, was heavily recruited by Clemson, but preferred the size, social climate, and opportunity to play multiple sports at South Carolina State.

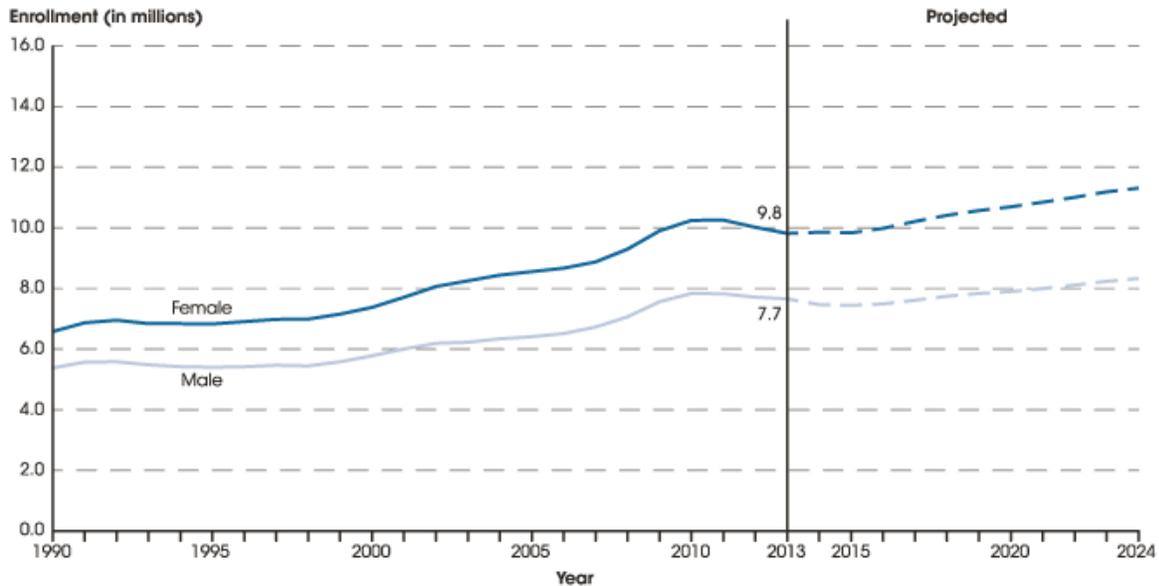
### **Rationale for Targeting Females**

Females make up more than half of the US population, more than half of the college and university population (see Figure 1), but have (only recently) accounted for about 19.1% of all students receiving Engineering degrees in the United States in 2014 ("Engineering by the Numbers", by Brian L. Yoder, ASEE website at [www.asee.org/colleges](http://www.asee.org/colleges)). If the United States is to remain competitive globally, this nation must now utilize every segment of its population to buttress its Engineering ranks. Women of all ethnic and racial groups now comprise the largest segment of the population. This demographic must be targeted for the sake of preserving this country's place in the world technologically. Importantly, the focus must be on recruiting women specifically into Engineering disciplines.

In a recent paper by Randal S. Olson of the University of Pennsylvania, he cites that most STEM majors **do not** exhibit severe gender disparity: in 2012, 40-45% of all degrees conferred in Math, Statistics, and the Physical Sciences were earned by women. In Biology, women earned 58% of all degrees conferred in 2012. The real gender disparity, then, is not in STEM in general, but rather in Engineering and

Technology disciplines. This is borne out by just looking at the ASEE graduation rate data by Yoder, previously cited.

**Figure 1. Actual and projected undergraduate enrollment in degree-granting postsecondary institutions, by sex: Fall 1990–2024**



NOTE: Data include unclassified undergraduate students. Data through 1995 are for institutions of higher education, while later data are for degree-granting institutions. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. The degree-granting classification is very similar to the earlier higher education classification, but it includes more 2-year colleges and excludes a few higher education institutions that did not grant degrees. Projections are based on data through 2013. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99); IPEDS Spring 2001 through Spring 2014, Enrollment component. See *Digest of Education Statistics 2014*, [table 303.70](#).

Based on information obtained from the WEB pages of Clemson University and University of South Carolina Colleges of Engineering, each school **enrolls** about 23% females in their respective colleges of Engineering. However from its lone Engineering program, South Carolina State University has **graduated** over 43% females in its classes since 2006, and about one third of these continue on to advanced degree programs in Engineering. Photos 1 and 2 below show the two largest graduating classes in Nuclear Engineering to date. In the class of May 2011, one third of the graduates (including the top graduate) were females; in the class of May, 2014, two thirds of the class were females, three of whom graduated with highest honors.

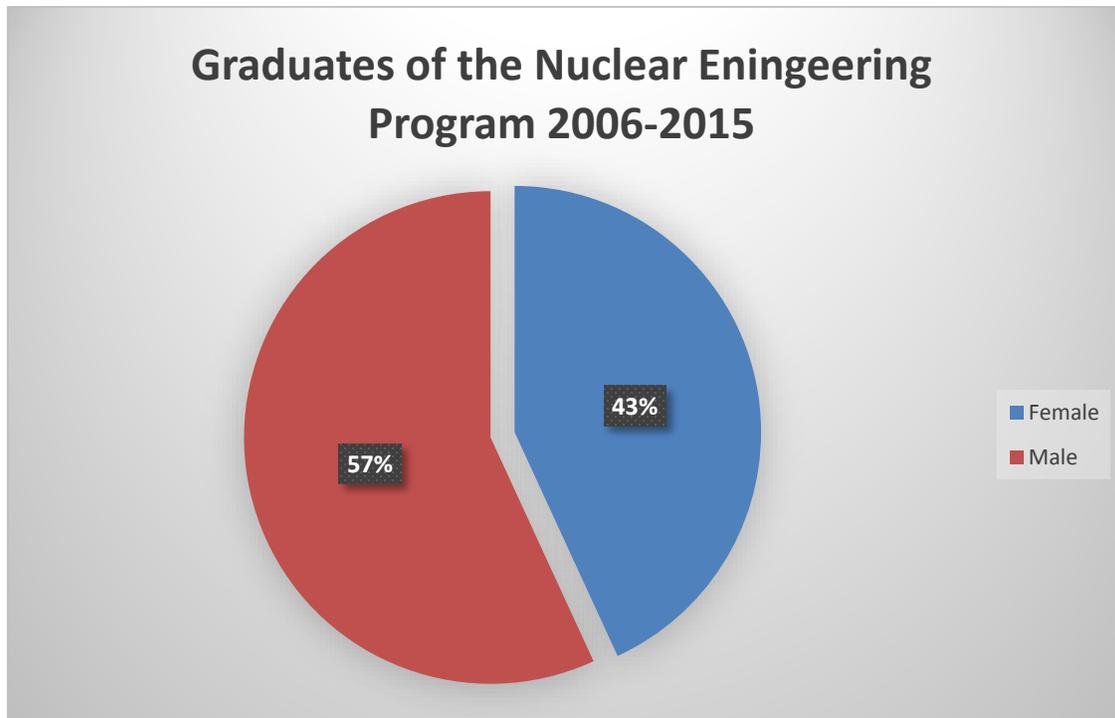


Photo1. SC State Nuclear Engineering Graduating Class, May 2011.  
Class composition: five African American males, three African American females. One female is from Atlanta, one is from Maryland, and the third is from Orangeburg, S.C.



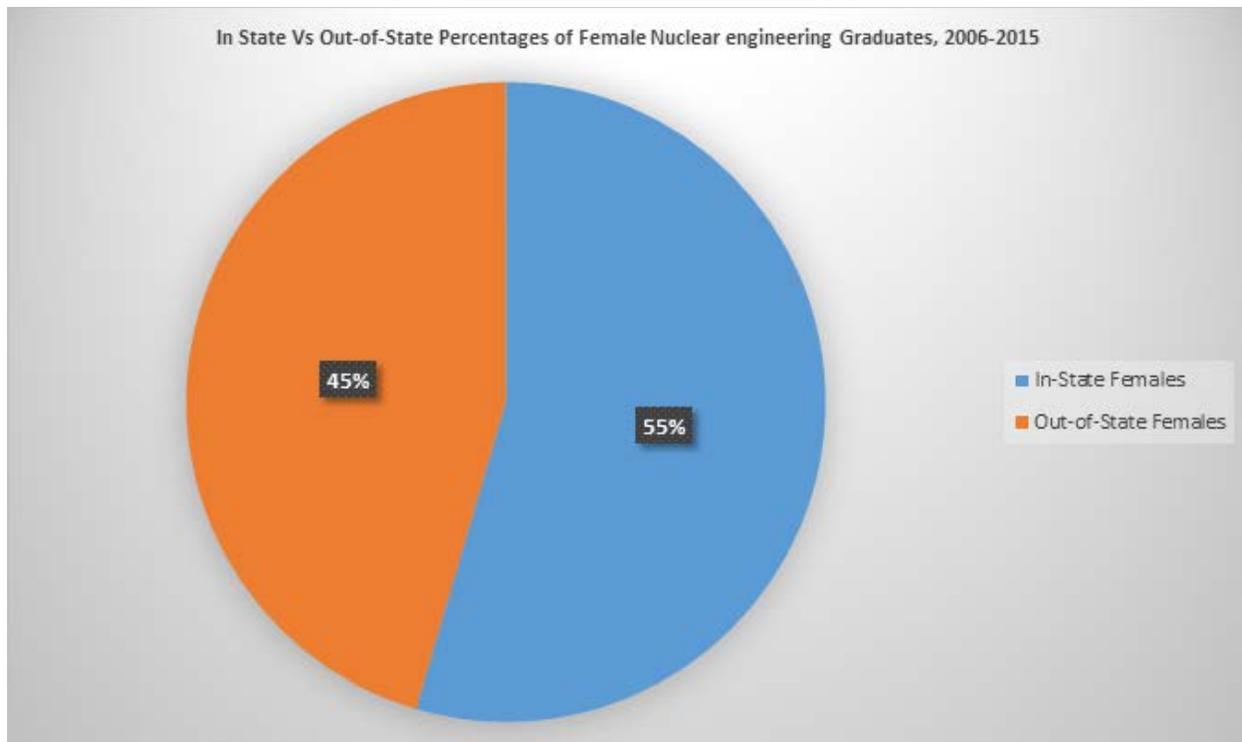
Photo 2. SC State Nuclear Engineering Graduating May, 2014  
Class Composition: 6 African American Females, 2 foreign nationals, 1 African American Male.  
3 of these females are from the state of Georgia, 2 from South Carolina, 1 from North Carolina.

The chart below shows the overall percentage of female and male graduates since the Nuclear Engineering program produced its first graduate in 2006. Males did not outnumber Females until the class of 2015.



A deliberate effort is made by the Nuclear Engineering program to recruit women with high math aptitudes into the Nuclear Engineering program, and this same effort will be made to recruit women into the Civil Engineering program. In fact, in recent years, the top performing students in the Civil Engineering Technology program have been females (2006, 2008, 2010, 2011, 2014).

The chart below shows the relative percentages of in-state female Nuclear Engineering graduates to those from out-of state. The largest out-of-state group of female graduates is from the state of Georgia (4), mainly from the Augusta area. SC State participates in Augusta's CSRA College Night event every year. This major recruiting event typically draws 6000-8000 high school seniors and juniors, and has been fertile ground for garnering very strong students. The second largest out-of-state group is from the state of North Carolina (2). SC State has a yearly presence at the Campus Connections pre-college program, which is held in late summer in Charlotte, North Carolina.



**Recruiting “Legacy” Students and African American Students from South Carolina Who Are Choosing to Study at NC A & T, FAMU, or Tuskegee University over South Carolina Universities**

One of the major arguments made by “legacy” students and native African American South Carolina students who would otherwise attend South Carolina State is that a full Engineering program (other than Nuclear) did not exist at this university. With the recent approval to offer Industrial Engineering, the inclusion of a Civil Engineering program at South Carolina State will undoubtedly reverse the trend of native students seeking to major in Engineering from selecting North Carolina A & T, Florida A & M, and Tuskegee Universities. African American students opting to attend these out-of-state schools generally do not desire to attend either Clemson or South Carolina, even though they may have been recruited and/or admitted to these schools. Thus, South Carolina State University would now provide the in-state alternative for such students. In recent experience, this amounts to 1-2 well-qualified students per year from Orangeburg-Wilkinson High School alone.



| a new state of mind  
Office of the Provost

July 14, 2015

Dr. Bettie Rose Horne, Chair  
Committee on Academic Affairs and Licensing  
SC Commission on Higher Education  
1122 Lady Street, Suite 300  
Columbia, SC 29201

Dear Dr. Horne,

This correspondence certifies that the President and the Board of Trustees approves the Program Modification transitioning the Civil Engineering Technology Program at SC State University to a baccalaureate degree in Civil Engineering. The University is appreciative of the support given by the Commission on Higher Education for the recent modification of the Industrial Engineering Technology Program to a baccalaureate degree in Industrial Engineering.

Thank you for your continued support of South Carolina State University.

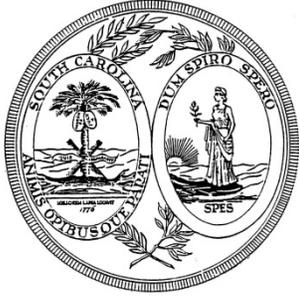
Sincerely,

Learie Luke, Ph.D.  
Acting Provost

Approved:

W. Franklin Evans, Ph.D.  
Acting President

Charles S. Way, Jr.  
Chairman, Board of Trustees



# South Carolina Commission on Higher Education

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Mr. Hood Temple  
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Ms. Julie J. Carullo  
Interim Executive Director

CHE  
9/3/2015  
Agenda Item 5.02.C

September 3, 2015

## MEMORANDUM

**To:** Chairman John L. Finan and Members, S.C. Commission on Higher Education

**From:** Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing

### Consideration of Request to Seek Legislative Authority to Participate in State Authorization Reciprocity Agreement (SARA)

## BACKGROUND

At its June 2014 meeting, the Commission on Higher Education (CHE) considered a recommendation from the Committee on Academic Affairs and Licensing (CAAL) to “authorize the staff to move forward with preparations to seek the legislative change necessary to allow South Carolina to join the State Authorization Reciprocity Agreement (SARA), so that CHE is eligible to submit its application to SARA in spring 2015, if it chooses at that time to do so.” The Commission members discussed the item, amended the motion to remove the phrase “to seek the legislative change” and approved the amended recommendation.

The staff and institutions have continued to monitor the status of participation by states and institutions. *State Actions Regarding SARA (Attachment 1)*, is a list published by the National Council for State Authorization Reciprocity Agreement (NC-SARA) showing current SARA status. It shows that as of August 19, 2015, the regional compacts have approved 28 states as SARA participants. In addition, ten states have passed legislation to join SARA but have not yet applied for approval from their regional compacts and three states have introduced legislation for authority to participate in SARA.

Primary SARA constituents are the institutions and their students, state portal agencies, regional compacts, and the National Council for SARA. Participation by states, territories, and institutions is voluntary. Institutions that do not participate can choose not to provide education to residents of other states that require approval or seek authorization in each of the states in which they wish to offer educational services.

## Membership

To join SARA, a state must demonstrate to its regional compact (for South Carolina, the Southern Regional Education Board [SREB]) that the state meets the standards established for participation in the interstate reciprocity agreement. Each SARA state designates a portal agency responsible for managing functional state responsibilities under SARA. The portal agency must have the legal authority to sign an interstate reciprocity agreement. The portal agency must also have authority to investigate and resolve complaints against degree-granting institutions in the state.

SARA shifts principal oversight from the state in which distance learning is being offered or delivered to the home state of the institution offering the instruction. A participating state (the home state) will have responsibility for authorizing institutions within the home state that offer distance education. Each institution will certify to the home state's portal agency (for South Carolina, CHE, assuming legislative authority is granted to join SARA) that it meets each requirement for participation. States cannot subject an out-of-state institution operating under SARA provisions to requirements, standards, fees, or procedures beyond the SARA baseline requirements. By the same token, the state's own institutions will enjoy freedom from other participating states' requirements if they operate in those states that participate in SARA. Ongoing occupancy of a physical location for instructional purposes or having an administrative office to facilitate instruction are the two conditions under which an out-of-state institution would be considered to have a physical presence in a state and, therefore, would operate under the jurisdiction of the state licensing agency.

## Costs

Participating in SARA would exempt from the oversight of the Commission the following institutions that are licensed to recruit in the state. In the 2014-15 fiscal year, these institutions paid \$30,800 in licensing fees to CHE.

	<b>Institution</b>	<b>Modality of Program Delivery</b>
1.	Capella University Minneapolis, MN	On-line
2.	Chamberlain College of Nursing Downers Grove, IL	On-line
3.	DeVry University	On-line and on-ground at sites in six other states
4.	Grand Canyon University Phoenix, AZ	On-line
5.	Harrison College Indianapolis, IN	On-line and on-ground at The Chef's Academy, Morrisville, NC
6.	Johnson & Wales University Providence, RI	On-line and on-ground
7.	Northeastern University Boston, MA	On-line and on-ground
8.	Walden University Minneapolis, MN	On-line

Under SARA, institutions will pay a fee to NC-SARA based on total student enrollment as shown below. States do not pay fees to regional compacts or to NC-SARA. Each state portal agency is allowed under SARA provisions to assess fees for institutions to participate.

- \$2,000/year for institutions with fewer than 2,500 FTE students
- \$4,000/year for institutions between 2,500-9,999 FTE students
- \$6,000/year for institutions with 10,000 or more FTE students

Together with staff from the Commission's Division of Fiscal Affairs, the Academic Affairs and Licensing staff continue to investigate the costs to CHE of serving as the portal agency to participate in SARA. At this date, it is unknown how many institutions in SC provide distance education, how many students they enroll in distance education, and how many will voluntarily participate in SARA. However, based on recent conversations and support conveyed to the CHE staff, institutions indicated they are willing to pay fees to offset administrative costs for CHE to administer participation given the savings that would be anticipated as a SARA participant. CHE staff surveyed other states that have been approved for SARA and learned that fees portal agencies charge vary. Some do not charge a fee while others set an amount per institution (from \$300 to \$1,500) or assess variable amount on a sliding scale similar to NC-SARA. CHE staff does not yet have a firm estimate for additional staffing needs for administering SARA but expects it would require at least one additional staff member. CHE would assess fees for institutions that participate similar to NC-SARA to offset the costs. The fees to CHE would be a significant savings from the fees institutions would pay if seeking authorization in each state. The cost for CHE to administer SARA may be more, depending on information technology support needs, and could be adjusted each year based on actual costs, assuming CHE is authorized by the state to assess such fees.

### **Oversight**

A state must perform an annual review of all institutions it approves as the portal agency for participation in SARA. The purpose of the review is to confirm and report to the regional compact that the institution continues to meet basic eligibility requirements and to fulfill its responsibilities under SARA. In addition to requiring the institution to provide assurances that it continues to adhere to SARA baseline requirements, the state would be required to review and report on various items such as the number of complaints against the institution that are not resolved at the institution level and are appealed to the state portal agency, the resolution of such complaints, and the frequency and seriousness of complaints against the institution over time.

The regional compacts will accept or reject states into the reciprocal agreement (i.e., SARA). The decision to admit a state will be based on its ability through the portal agency to undertake the required functions and to ensure native institutions comply with the requirements.

### **ACAP and Institutional Support**

At its June 11, 2015, meeting, the Advisory Committee on Academic Affairs (ACAP) reviewed a staff update of SARA participation and presented and passed a resolution (**Attachment 2**) that CAAL introduce and endorse a recommendation to CHE that would authorize the staff to seek legislative authority to participate in a state authorization reciprocity agreement. ACAP members also prepared a "position paper" that provides information about the costs and implications to the institutions and students if South Carolina does not participate in SARA. (**Attachment 3**). A list of ACAP members is attached (**Attachment 4**).

Additionally, institutions have submitted letters supporting joining SARA, including: an April 17, 2015, letter to CHE Chairman John Finan from the presidents and academic provosts from Clemson, MUSC, and USC (**Attachment 5**); a June 30, 2015, letter from the South Carolina Independent Association of Colleges and Universities (SCICU) (**Attachment 6**); a joint letter from public four-year comprehensive institutions and a letter from the College of Charleston (**Attachment 7**); and an August 4, 2015, letter from the SC Technical College System (**Attachment 8**).

### **Committee on Academic Affairs and Licensing**

At its July 15, 2015, meeting the Committee on Academic Affairs and Licensing (CAAL) voted unanimously to commend favorably to CHE that it authorize the staff to seek the legislative change necessary to allow CHE, as the portal agency for South Carolina, to join SARA and upon receiving legislative authority, to submit its application to SREB. With the vote CAAL members made two suggestions: 1) for the Governmental and Administrative Affairs Committee to discuss at its September 3, 2015, meeting the planning needed for a successful SARA legislative process; and 2) to use *The State Authorization Reciprocity Agreements: SARA*, published by NC-SARA and posted on the U.S. Department of Education website, as a clear summary of the benefits of SARA membership when discussing it with legislators (**Attachment 9**).

For CHE to join SARA on behalf of South Carolina, it will be necessary to seek and receive legislative authority. Following approval from CHE, CHE staff will consult with appropriate legal counsel to develop proposed statutory changes to authorize CHE to participate.

### **RECOMMENDATION**

The Committee on Academic Affairs and Licensing commends favorably to the Commission that it authorize the staff to seek legislative changes necessary to allow CHE, as the portal agency for South Carolina, to join SARA and upon receiving legislative authority, to submit its application to SREB.

### **Attachments:**

- 1 National Council for State Authorization Reciprocity Agreement list of state actions
- 2 ACAP Resolution
- 3 "Position Paper" from research institutions
- 4 List of ACAP members
- 5 President and provosts' letter to Finan
- 6 SCICU letter of support
- 7 Letters of support from comprehensive institutions and the College of Charleston
- 8 SCTCS letter of support
- 9 *The State Authorization Reciprocity Agreements: SARA*

# STATE ACTIONS REGARDING SARA

Attachment 1

3005 Center Green Drive, Suite 130  
Boulder, Colorado 80301  
information@nc-sara.org  
www.nc-sara.org  
303.541.0283

United States and Territories (regional compact)	Legislation introduced	Legislation passed	Application to regional compact	Approved as SARA state
Alabama (SREB)	✓	✓		
Alaska (WICHE)	✓	✓	✓	05/13/2014
American Samoa				
Arizona (WICHE)	✓	✓	✓	11/11/2014
Arkansas (SREB)	n/a	n/a	✓	06/29/2015
California (WICHE)	✓			
Colorado (WICHE)	✓	✓	✓	05/13/2014
Connecticut (NEBHE)	✓			
Delaware (SREB)				
District of Columbia				
Florida (SREB)				
Georgia (SREB)	n/a	n/a		
Guam				
Hawaii (WICHE)	✓	✓		
Idaho (WICHE)	n/a	n/a	✓	05/13/2014
Illinois (MHEC)	✓	✓	✓	07/31/2015
Indiana (MHEC)	✓	✓	✓	02/21/2014
Iowa (MHEC)	✓	✓	✓	06/01/2015
Kansas (MHEC)	✓	✓	✓	11/16/2014
Kentucky (SREB)				
Louisiana (SREB)	✓	✓	✓	10/17/2014
Maine (NEBHE)	✓	✓		
Maryland (SREB)	✓	✓		
Massachusetts (NEBHE)				
Michigan (MHEC)	✓	✓		
Minnesota (MHEC)	✓	✓	✓	01/26/2015
Mississippi (SREB)	✓	✓		
Missouri (MHEC)	✓	✓	✓	11/16/2014
Montana (WICHE)	n/a	n/a	✓	08/13/2014
Nebraska (MHEC)	✓	✓	✓	08/09/2014
Nevada (WICHE)	✓	✓	✓	05/14/2014
New Hampshire (NEBHE)	✓	✓	✓	12/15/2014
New Jersey				
New Mexico (WICHE)	✓	✓	✓	05/12/2015
New York	✓	✓		
North Carolina (SREB)	n/a	n/a		
North Dakota (MHEC)	✓	✓	✓	04/03/2014
N. Marianas Islands (WICHE)				
Ohio (MHEC)	✓	✓	✓	03/02/2015
Oklahoma (SREB)	n/a	n/a	✓	06/29/2015
Oregon (WICHE)	✓	✓	✓	11/11/2014
Pennsylvania	✓			
Puerto Rico				
Rhode Island (NEBHE)	✓	✓		
South Carolina (SREB)				
South Dakota (WICHE)	✓	✓	✓	11/11/2014
Tennessee (SREB)	✓	✓	✓	06/29/2015
Texas (SREB)	✓	✓		
Utah (WICHE)	✓	✓		
Vermont (NEBHE)	✓	✓	✓	04/17/2015
Virginia (SREB)	✓	✓	✓	10/17/2014
Virgin Islands				
Washington (WICHE)	✓	✓	✓	05/13/2014
West Virginia (SREB)	n/a	n/a	✓	10/17/2014
Wisconsin (MHEC)				
Wyoming (WICHE)	✓	✓	✓	05/12/2015

## Regional SARA Directors

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## National Council for State Authorization Reciprocity Agreements

*A voluntary, regional approach to state oversight of distance education*

n/a: State has determined new legislation is not needed to enable participation in SARA.  
North Dakota & South Dakota are members of both MHEC & WICHE; chart indicates SARA affiliation.

**RESOLUTION**  
**ADOPTED BY THE ADVISORY COMMITTEE FOR ACADEMIC PROGRAMS, JUNE 11, 2015**

TO REQUEST THAT THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION (CHE) PROCEED EXPEDITIOUSLY WITH PREPARATIONS TO ALLOW SOUTH CAROLINA TO JOIN THE STATE AUTHORIZATION RECIPROCITY AGREEMENT (SARA)

Whereas, the Committee on Academic Affairs and Licensing (CAAL) on May 1, 2014, recommended that the CHE authorize CHE staff to move forward with the preparations to seek the legislative change necessary to allow South Carolina to join SARA, and

Whereas, the CHE on June 5, 2014, voted to delete the words “to seek the legislative change” from the recommendation passed by CAAL, and to delay consideration of the CAAL recommendation to allow further review by Commissioners, and

Whereas, a year has passed during which time SC higher education institutions have incurred significant expenses in the effort to comply with other states’ authorization laws, and during which time some of these states have begun to refuse clinical and internship placements for students from South Carolina institutions unless and until these institutions complete often expensive state authorization applications, and

Whereas, 24 states have now joined SARA, including the three Southern Regional Education Board (SREB) states of Louisiana, Virginia, and West Virginia, and two additional SREB states have submitted applications to participate, and

Whereas, SARA-enabling legislation has been passed in an additional six SREB states, a further four states have determined that enabling legislation will not be required to join SARA, and Texas and Maryland have introduced SARA legislation, and

Whereas, the SREB’s existing Electronic Campus Regional Reciprocity Agreement (SECRRA) will be dissolved once eight SREB-member states join SARA, expected by December 2015, and

Whereas, without South Carolina participation in SARA, students enrolled in programs that originate from institutions in South Carolina will not be eligible for placement in internships, clinical placements, or practica (for example, as part of degrees in education, pharmacy, public health, sports management, hospitality management, physical therapy, exercise science, advertising, marketing, marine science, and library/information studies) in non-authorized states, and

Whereas, without South Carolina participation in SARA, South Carolina institutions risk losing the tuition revenue from out-of-state distance learning students from non-authorized states, and

Whereas, without South Carolina participation in SARA, South Carolina institutions will continue to incur significant fees to secure and retain authorization in neighboring or nearby states such as Georgia, North Carolina, Tennessee, Louisiana, Alabama, Florida, and Kentucky. Therefore,

Be it resolved by the public institutions in South Carolina as represented on the Advisory Committee on Academic Programs (ACAP) to request that the Chair of CAAL introduce and endorse a recommendation to the Commission at its September 3, 2015, meeting that CHE seek statutory authority to enter into an interstate reciprocity agreement in order to participate in SARA.

# Membership in SARA benefits South Carolina students and institutions of higher education

**A Position Paper Submitted to the South Carolina Commission on Higher Education**

**On Behalf of:**

Medical University of South Carolina  
University of South Carolina  
Clemson University

## SARA Highlights:

### 1. What is State Authorization?

When a SC university offers an online degree program, and a potential student from another state wants to enroll, the institution is required by many state laws to seek authorization to enroll the out-of-state student. Many states require institutions to seek authorization for students pursuing internships, clinicals, or field experience. Failure to comply with state authorization may result in loss of Title IV participation by the institution.

### 2. What is SARA?

State Authorization Reciprocity Agreement. This agreement would allow participating states to recognize each other's participating institutions as eligible to enroll students in their distance education programs and to place students at experiential learning sites.

### 3. The Cost of State Authorization is HIGH.

Some states only require schools to register online for exemption from authorization. Other states have complex regulations and processes to navigate and charge high fees to achieve authorization. Not only is it costing our state and independent institutions thousands of dollars in fees, it requires considerable administrative resources to manage compliance with the laws of 50 states and the territories.

### 4. SARA can change this.

SARA is an inter-state reciprocity agreement. Participating states agree to allow their member institutions to freely accept students from other member states. Currently 278 institutions in 27 states are already benefiting from SARA membership.

### 5. Inter-state reciprocity in education is not new:

Since 1998, South Carolina has been a member of the inter-state reciprocity agreement among Southern Regional Education Board (SREB) member states referred to as SREB Electronic Campus Regional Reciprocity Agreement (SECRRRA). Like SARA, it allows member states reciprocity to enroll students into online distance education programs so states do not require authorization of each institution.

### 6. SARA is replacing SECRRRA:

Once eight SREB states join SARA, SREB will phase out SECRRRA. Without participation in SARA, South Carolina institutions will be required to apply for and maintain authorization in each state that formerly participated in SECRRRA.

### 7. South Carolina will place its institutions at a competitive disadvantage if it does not join SARA:

South Carolina educational institutions are already incurring costs and lost opportunities which would be eliminated if the state joins SARA.

**Recommendation:** CHE seek legislative authority to participate in a state authorization reciprocity agreement, prepare and submit an application to SREB to participate in SARA, and work collaboratively with all SARA stakeholders to implement and maintain eligibility to participate.

## WHAT SARA IS:

### Voluntary

- No institution is required to join SARA, but the option to participate in SARA is limited to institutions that reside in a state that participates in SARA
  - Should SC join SARA, applying to be part of the agreement is voluntary for institutions.

### Cost efficient

- SARA membership will encourage economic efficiencies in South Carolina by centralizing oversight of state authorization requirements within its borders.
- Without SARA, each academic institution incurs individual costs which could better be spent on the educational mission.

### Improves access

- Access by South Carolina resident students to clinical training sites and internships outside of the state.
- Access to out-of-state online academic programs for students who live in SC.
- Access to distance education programs SC institutions offer by residents of other SARA participant states.

### Opens educational markets

- Prohibitive costs to obtain state authorization limits South Carolina institutions from accepting some out-of-state students into online programs. This limitation results in lost revenue for the institutions of higher learning that cannot accept students who reside in other states where the institution is not authorized.

## WHAT SARA IS NOT:

SARA is not a new layer of federal bureaucracy and oversight.

- SARA is a voluntary cooperative effort among states and their regional compacts

SARA is not an expensive solution to a problem that doesn't exist

- Cumulative costs paid by individual institutions in South Carolina to other states far exceed what each institution would pay to the National Council for SARA and the state to participate in SARA.

Reciprocity is not a new idea

- South Carolina already participates in the SREB's Electronic Campus Regional Reciprocity Agreement (SECRRA), and its academic programs have benefited greatly from this.

- SREB will phase out SECRRRA in the near future since it represents a redundancy to SARA. For academic institutions that reside in states that were former members of SECRRRA but which do not join SARA, authorization efforts, licensing applications, and associated fees and personnel costs must be undertaken by each institution individually in order to continue to enroll students who live outside the state in online degree programs, and for placement of internship/clinical students.

SARA is not a requirement to share student data with the federal government

- SARA participation is administered by a regional compact, the SREB, not the federal government.
- The data requested by the SREB is primarily what is already collected for Integrated Postsecondary Educational Data System (IPEDS) reporting.
- There is no individual student data collection.
- Examples of data collected:
  - Number of out-of-state students enrolled in online education
  - Number of student complaints and the resolution of each

## ACCREDITATION: SARA and CURRENT FEDERAL REQUIREMENTS

South Carolina institutions regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) must already comply with Federal requirements regarding distance education academic programs including:

- Ensuring the institution has adequate procedures for addressing and resolving student complaints
- Verifying student identity such as through secure login and pass codes and proctored exams
- Protecting privacy of students

The accreditation requirements must be submitted for reaffirmation every five years.

## If South Carolina Joins the State Authorization Reciprocity Agreement (SARA)

### Costs Vs. Benefits for the **State**

#### Costs

**Expansion of personnel** will be needed to fulfill state portal agency responsibilities; institutional fees can be established for cost recovery.

#### Benefits

**Fees** that SC institutions currently spend on state authorization will **stay in state**.

There is no cost for the state to join SARA. **Institutions** pay an annual fee to the National Council of SARA and to their home state to participate in SARA.

Number of **inquiries** from out-of-state institutions will be **reduced**.

Does not compromise South Carolina's jurisdiction to regulate institutions that have a campus or office in the state.

Affords distance education offerings by South Carolina institutions to residents of participating states.

**Reduced oversight**, ensuring compliance with state law of thousands of institutions that want to offer distance education to South Carolina residents. Approved institutions will already meet a common standard of quality.

**Keeps oversight of online distance education programs with the home state**, not the state where the student lives.

## Costs vs. Benefits for the Student

### Costs

State authorization fees are currently passed on to students.

### Benefits

**SARA participation fees will be significantly less** than the current expenditures for state authorization with the savings passed on to students.

**Access** for SC resident students to engage in experiential learning, internships, and clinical experiences in other states.

**Expands access** to more high-demand, high-quality educational offerings for South Carolina residents.

**Complaint mediation:** A centralized in-state complaint system as required by SARA would be more efficient than directing students to have their issues addressed in other states.

Students from outside South Carolina will be able to enroll in online distance education programs offered by South Carolina institutions.

Removes the **administrative burden** from institutions of higher learning in the state to allow schools to focus on *education* rather than *administration*.

**State Authorization Actual Costs incurred  
during the period of January 1, 2014 – June 1, 2015**

<b>Expenses Incurred</b>	<b>Total</b>
Medical University of South Carolina	<b>\$135,431</b>
University of South Carolina	<b>\$136,358</b>
Clemson University	<b>\$243,550</b>
<b>Totals</b>	<b>\$515,339</b>

**Medical University of South Carolina  
State Authorization Costs**

Costs Incurred January 1, 2014 – June 1, 2015

**Central Expenses for Personnel**

OIE	\$62,493.00	
OEM	\$2,100.00	
Sub-Total		\$64,593.00

**Other Central Expenses**

**Colleges- Personnel Expenses:**

Nursing	\$15,000.00	
CHP	\$24,000.00	
Sub-Total		\$15,000.00

**Expenses for NC Application (CON)**

MUSC Leadership travel to Chapel Hill	\$2,000.00	
Site visit travel expenses & honorariums	\$8,829.00	
Applications fees paid to UNC General Administration	\$6,500.00	
Certificate of Authority to do business in NC - one time fee	\$125.00	
Cost of Surety Bond in amount of \$228K from Travels Insurance (20 Students)	\$3,345.00	
Secure NC legal agent for certificate of authority - annual fee	\$289.00	
KPMG fee for attestation of Surety Bond	\$9,800.00	
Sub-total		\$30,888.00

**Fees Paid to Other states**

Alaska	\$100.00	
North Dakota	\$250.00	
Missouri	\$500.00	
Wyoming	\$100.00	
Sub-Total		\$950.00

**TOTAL**

**\$135,431.00**

**NOTE:**

Over the next 6 months, MUSC expects to spend another \$65,000 - \$75,000 for the North Carolina application for its OT & PT programs clinical rotations.

**University of South Carolina  
State Authorization Costs**

Costs incurred January 1, 2014-June 15, 2015  
(Authorized or exempt in 26 states)

<b>Central Expenses for Personnel</b>		
Provost office staff time	\$103,537.50	
Distributed Learning Student Support staff time		
Institutional Research staff time		
Office of General Counsel staff time		
Subtotal Central Personnel		\$103,537.50
<b>Other Central Expenses</b> (copying, supplies, shipping)		
	\$425.66	
Subtotal Other Central Expenses		\$425.66
<b>Expenses for Georgia Renewal</b>		
2014/15 Renewal Costs: New Program Additions (programs with students in internships)	\$9,600.00	
2014/15 Renewal Fees: 2/10 of 1% Gross Tuition	\$3,314.16	
2014/15 Renewal Costs: 1/10 of 1% Gross Tuition: Tuition Guaranty Trust Fund Fee	\$1,481.28	
2014/15 Renewal Cost of Surety Bond	\$6,000.00	
Subtotal Georgia		\$20,395.44
<b>Expenses for North Carolina Application</b>		
Cost of Elliot Davis Audit	\$9,000.00	
Subtotal North Carolina		\$9,000.00
<b>Fees Paid to Other States</b>		
Louisiana	\$3,000.00	
Subtotal Other States		\$3,000.00
<b>TOTAL</b>		<b><u>\$136,358.60</u></b>

## NOTES:

- 1) During 2013-2014, USC incurred \$11,250 (excluding personnel costs) in expenditures related to state authorization.
- 2) Over the next two months of 2015, USC will be spending approximately \$30,000 (not including personnel and audit costs) associated with submission of our state authorization application to North Carolina, and approximately \$17,000 (excluding personnel/audit) for the application to Tennessee.

**Clemson University  
State Authorization Costs**

Costs Incurred for State Authorization January 1, 2014 – June 1, 2015

Travel including Honorariums for Site Reviewers	\$25,000
Travel and consulting fees related to online education reviews and reports	
Authorization & Business Licensing Fees	\$16,800
State Costs: Alaska, Indiana, Maryland, Minnesota, Wyoming	
Surety Bonds and Legal Fees	\$12,000
Includes General Counsel fee of 5% of one position	
Personnel Salary and Fringe	\$182,250
Two positions are in place to address the ongoing monitoring of changes in laws in each state, maintaining compliance and reporting	
Office Budget: Computer, software tracking system, etc.	\$7,500
Computer, software tracking system, etc.	
<b>TOTAL</b>	<b><u><u>\$243,550</u></u></b>

**ADVISORY COMMITTEE ON ACADEMIC PROGRAMS (ACAP)  
MEMBERS  
As of July 1, 2015**

John Lane, DMA, Interim Director, Academic Affairs  
**S.C. Commission on Higher Education**

Dr. Hope Rivers, Vice President of Academic Programs  
**State Board for Technical and Comprehensive Education**

Dr. Connie Ledoux Book, Provost and Dean of the College  
**The Citadel**

Dr. Robert “Bob” H. Jones, Jr., Executive Vice President for Academic Affairs and Provost  
**Clemson University**

Dr. Ralph Byington, Provost and Senior Vice President for Academic and Student Affairs  
**Coastal Carolina University**

Dr. Brian McGee, Interim Provost and [Executive V.P.](#) for Academic Affairs  
**College of Charleston**

Dr. Richard Chapman, Provost  
**Francis Marion University**

Dr. David Mash, Vice President for Academic Affairs  
**Lander University**

Dr. Mark Sothmann, V.P. for Academic Affairs and Provost  
**Medical University of South Carolina**

Dr. Learie Luke, Acting Provost  
**S. C. State University**

Dr. Jeff Priest, Executive Vice Chancellor for Academic Affairs  
**USC-Aiken**

Dr. Gordon Haist, Interim Executive Vice Chancellor for Academic Affairs  
**USC-Beaufort**

Dr. Helen Doerpinghaus, Interim Executive VP for Academic Affairs and Provost  
**USC-Columbia**

Dr. Chris Nesmith, Vice Provost and Executive Dean  
Regional Campuses and Continuing Education  
**University of South Carolina**

Dr. Clif Flynn, Interim Senior Vice Chancellor for Academic Affairs  
**USC-Upstate**

Dr. Debra C. Boyd, Provost and Vice President for Academic Affairs  
**Winthrop University**

Dr. Ron Drayton, Vice President for Academic Affairs  
**Midlands Technical College**

Dr. Donna Elmore, Vice President for Academic Affairs  
**Orangeburg-Calhoun Technical College**

Dr. Cheryl Cox, Vice President for Academic Affairs  
**Spartanburg Community College**



April 17, 2015

**RECEIVED**

MAY 12 2015

South Carolina Commission  
on Higher Education  
Academic Affairs Division

Mr. John L. Finan  
Chair, SC Commission on Higher Education  
220 Holiday Road  
Columbia, SC 29223

Dear Mr. Finan:

We strongly encourage the South Carolina Commission on Higher Education (CHE) to advocate that South Carolina participate in the national State Authorization Reciprocity Agreement (SARA). The state's participation in SARA will, collectively, save our institutions hundreds of thousands of dollars annually.

State Authorization is the requirement wherein any college or university that offers online degree programs to residents of another state must be specifically approved by the state in which the student resides. The application process can be extensive and costly, and for some states (e.g., North Carolina), requires an on-site visit of the authorization team. Many states have additionally used State Authorization to regulate traditional students' experiential learning activities (e.g., internships) at sites in their state if the student is enrolled in an out-of-state school. These state regulations have necessitated that each of our universities employ individuals, or protect time for current employees, at considerable expense, to ensure our institution is in compliance with the diverse requirements of each state and to maintain compliance annually.

The State Authorization Reciprocity Agreement reduces this burden through mutual agreements among participating states. Specifically, it is an agreement among member states that establishes comparable national standards around the country for offering online Distance Education, as well as interstate experiential learning. SARA is overseen by a National Council and administered by four regional education compacts. South Carolina's compact is the Southern Regional Education Board (SREB). As of March 2015, 20 states have joined the SARA agreement, and 200 institutions are now benefiting from their states' membership. Another 11 states have introduced, passed, or did not require legislative changes that would allow them to enter into reciprocity agreements with other states.

For more information: <http://nc-sara.org/files/docs/SARA-FAQs.pdf>

To allow South Carolina to avail itself of the advantages that SARA affords, it will require action by the CHE, and the

Page Two

State Legislature must grant the CHE the authority to enter into SARA on behalf of South Carolina. We urge the CHE to move quickly to initiate the procedures that would allow South Carolina to participate in SARA.

Thank you for your attention to our request.

Sincerely,



Robert H. Jones  
Executive Vice President for  
Academic Affairs and Provost  
Clemson University



Mark S. Sothmann  
Vice President for Academic Affairs  
and Provost  
Medical University of South Carolina



Helen Doeringhaus  
Interim Executive Vice President for  
Academic Affairs and Provost  
University of South Carolina



James P. Clements  
President  
Clemson University



David J. Cole  
President  
Medical University of South Carolina



Harris Pastides  
President  
University of South Carolina

cc: Ms. Julie Carullo  
Interim Executive Director, SC CHE

Dr. MaryAnn Janosik  
Director of Academic Affairs, SC CHE



ALLEN

June 30, 2015

ANDERSON

BENEDICT

Brigadier General John L. Finan

CHARLESTON  
SOUTHERN

Chair

CLAFLIN

South Carolina Commission on Higher Education

COKER

1122 Lady Street, Suite 300

COLUMBIA

Columbia, South Carolina 29201

COLUMBIA  
INTERNATIONAL

Dear General Finan:

CONVERSE

ERSKINE

The twenty distinct and diverse members of South Carolina Independent Colleges and Universities request that the South Carolina Commission on Higher Education join the

FURMAN

State Authorization Reciprocity Agreement (SARA). To that end, we urge the

LIMESTONE

Commission, through its staff and the Committee on Academic Affairs and Licensing, to

MORRIS

address and resolve any administrative or legislative changes necessary to allow a

NEWBERRY

successful application to move forward.

NORTH  
GREENVILLE

Many of our members have extensive distance learning programs that now require

PRESBYTERIAN

SOUTHERN  
WESLEYAN

licensing in almost every state in which there is an enrolled student. This is a very

SPARTANBURG  
METHODIST

expensive, repetitive, and time consuming process that has been compared to

VOORHEES

qualifying for a driver's license in every state where one wishes to drive. More of our

WOFFORD

members would consider expanding their distance education programs but for the

onerous federal and state regulations.

SARA participation is voluntary. Member states and individual institutions work together through the four existing regional higher education compacts for the expressed purpose of improving the efficiency and quality assurance of distance education as a tool to increase educational attainment. Almost half of the states are members of SARA with more joining on a regular basis.

The members of SCICU realize that institutional participation in SARA – like state participation – is voluntary, and when South Carolina joins SARA, each of our private non-profit colleges and universities will have the opportunity choose whether to participate. Those who choose to join SARA understand that there will be some shared-costs associated with CHE's administration of the reciprocity agreements, but they expect that these costs will be far less than what they are currently facing.

P.O. BOX 12007

COLUMBIA, S.C.  
29211

(803)799-7122

FAX(803)254-7504

website:  
scicu.orge-mail:  
scicu@scicu.org

Brigadier General John L. Finan

June 30, 2015

Page 2

Private institutions of higher learning who choose to join SARA understand that for SARA to be successful the institutions must agree to abide by SARA policies for their distance education operations outside of the state, that CHE has authority to confirm that they do, and that the decision to participate in SARA and come under the state's oversight would be for that limited purpose. It would not otherwise increase the state's oversight or control of the institution.

SCICU, on behalf of its members, suggests that CHE seek legislative authority to join a reciprocity agreement and our two organizations enter in to a memorandum of agreement that defines the duties, responsibilities, and limitations inherent in such a historic relationship between public and private higher education.

SCICU understands that the Advisory Committee for Academic Programs (ACAP), on behalf of the public higher education institutions in South Carolina, strongly favors South Carolina's participation in SARA. We agree with the ACAP Resolution of June 11, 2015, and similarly urge the Commission on Higher Education to take the appropriate action necessary for South Carolina and its private and public colleges and universities to participate in the State Authorization Reciprocity Agreement at the earliest possible time.

Thank you very much for your consideration.

Yours truly,

A handwritten signature in black ink that reads "Mike LeFever". The signature is written in a cursive, slightly slanted style.

Mike LeFever

Cc: Dr. Bettie Rose Horne, Chair  
Committee on Academic Affairs and Licensing

Ms. Julie Carullo, Interim Executive Director

Dr. Evans Whitaker, Commissioner-Independent Higher Education



Francis Marion University



Mr. John L. Finan, Chair  
 SC Commission on Higher Education  
 220 Holiday Road  
 Columbia, SC 29223

Dear Mr. Finan:

The public comprehensive universities of South Carolina encourage the South Carolina Commission on Higher Education (CHE) to pursue the State of South Carolina's membership in the State Authorization Reciprocity Agreement (SARA). Currently, the public comprehensives conservatively estimate that not joining SARA is costing the institutions collectively in excess of \$100,000/year.

As you know, state authorization is required of all institutions of higher education in order to enroll residents from other states in any online course or program. To get state authorization, institutions that offer online classes and programs must receive authorization from the state(s) in which the students reside. In addition to online courses and programs, many states have used the state authorization process to regulate internships and clinical experiences for traditional (face-to-face) students who request out-of-state placements. Therefore, the state authorization process has become time consuming and costly for institutions, particularly smaller institutions like the comprehensives.

Joining SARA would reduce the burden for all institutions of higher education and help save the state money.

Additional information on SARA can be found at <http://nc-sara.org/files/docs/SARA-FAQs.pdf>.

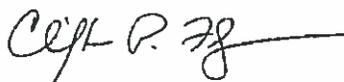
In order for South Carolina to join SARA, the State Legislature would have to grant CHE the authority to apply for membership in SARA on behalf of the state. The comprehensives urge CHE to pursue membership in SARA as soon as possible.

Please feel free to contact us if you have any questions or require further information.

Sincerely,



Jeffrey M. Priest, Ph.D.  
Executive Vice Chancellor  
for Academic Affairs  
USC Aiken



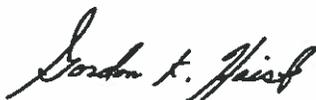
Clifton P. Flynn, Ph.D.  
Interim Senior Vice Chancellor  
for Academic Affairs  
USC Upstate



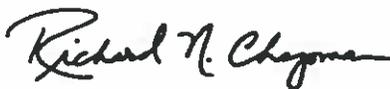
J. Ralph Byington, Ph.D.  
Provost and Executive Vice President  
Coastal Carolina University



Debra C. Boyd, Ph.D.  
Provost and Vice President  
for Academic Affairs  
Winthrop University



Gordon K. Haist, Ph.D.  
Interim Executive Vice Chancellor  
for Academic Affairs  
USC Beaufort



Richard Chapman, Ph.D.  
Provost and Dean of the College  
of Liberal Arts  
Francis Marion University



Learie B. Luke, Ph.D.  
Acting Provost  
South Carolina State University



Connie L. Book, Ph.D.  
Provost and Dean of College  
The Citadel



S. David Mash, Ph.D.  
Provost and Vice President for  
Academic Affairs  
Lander University

cc: Ms. Julie Carullo  
Interim Executive Director, SC CHE



July 7, 2015

Mr. John L. Finan, Chair  
South Carolina Commission on Higher Education  
1122 Lady Street, Suite 300  
Columbia, SC 29201

Dear Commissioner Finan:

With the support of President Glenn McConnell, I am writing on behalf of the College of Charleston and its component, the University of Charleston, South Carolina (hereafter, "the College"). The College wishes to join other South Carolina public universities in encouraging the Commission on Higher Education (hereafter, "CHE") to pursue membership for South Carolina in the State Authorization Reciprocity Agreement (hereafter, "SARA").

The business case for South Carolina's membership in SARA has been rehearsed in previous discussions of the Commissioners and higher education leaders in South Carolina. Since our initial conversations in 2014, the College's further review has convinced us of the likely benefits of SARA membership for the state. Briefly, SARA membership will almost certainly reduce the operating expenses for the College and for other South Carolina universities, while allowing for improved customer service for South Carolinians taking university courses in South Carolina and elsewhere. Please see <http://nc-sara.org/> for more information.

We all are concerned by the increasing burden of federal and state regulations that have the effect, whether anticipated or not, of increasing cost and reducing efficiency. I have had the personal experience of supervising senior staff in their time-consuming review of and response to a patchwork of regulatory requirements in several different states, with a resulting decline in the staff time and attention that can be devoted to other critical work of the College. I estimate that one major review of our 50-state obligations during the 2014-2015 academic year was conducted by the College at a cost of over \$10,000 in staff wages and other expenses, separate from and in addition to the costs of our ordinary, recurring work on regulatory compliance in this area. SARA membership for South Carolina should be an effective tool for counteracting one particularly onerous expansion of regulatory oversight in higher education.

I thank you and all the members of the Commission for your continued support of our public universities. Please let me know if you have any questions about the College's position.

Sincerely,

Brian R. McGee, Ph.D.

cc: Glenn McConnell, President  
Debbie Hammond, Senior Executive Administrator to the President

August 4, 2015

James C. Williamson  
System President

**BOARD MEMBERS**

Ralph A. Odom, Jr.  
Chairman  
Fifth Congressional District

Warren L. Helm  
First Congressional District

Robert E. Barnett  
Second Congressional District

Charles G. Wilson  
Third Congressional District

Stephen J. Burry  
Fourth Congressional District

Gregory B. Askins  
Sixth Congressional District

Dan P. Gray  
Seventh Congressional District

Gwendolyn A. Bright  
At-Large

Montez C. Martin, Jr.  
At-Large

Dr. Robert A. Wilson  
At-Large

Matthew L. Yaun  
At-Large

Molly M. Spearman  
Ex Officio

Robert M. Hitt III  
Ex Officio

Brigadier General John L. Finan, Chair  
South Carolina Commission on Higher Education  
1122 Lady Street, Suite 300  
Columbia, South Carolina 29201

Dear General Finan:

The South Carolina Technical College System (SCTCS) requests that the South Carolina Commission on Higher Education join the State Authorization Reciprocity Agreement (SARA). We urge the Commission, through its staff and the Committee on Academic Affairs and Licensing, to address and resolve any administrative or legislative changes necessary to allow a successful application to move forward.

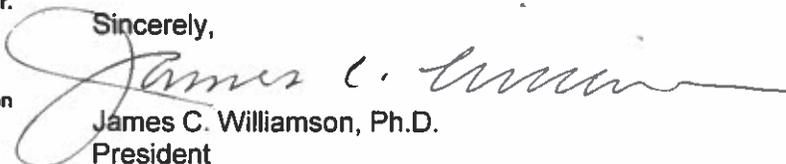
Many of the technical colleges have extensive distance learning programs that now require licensing in almost every state in which there is an enrolled student. This is a very expensive, repetitive, and time consuming process. More of colleges would consider expanding their distance education programs but for the onerous federal and state regulations.

SARA participation is voluntary. Member states and individual institutions work together through the four existing regional higher education compacts for the expressed purpose of improving the efficiency and quality assurance of distance education as a tool to increase educational attainment. Almost half of the states are members of SARA with more joining on a regular basis.

The technical colleges are aware that institutional participation in SARA – like state participation – is voluntary, and when South Carolina joins SARA, each college will have the opportunity to choose whether to participate.

Thank you very much for your consideration.

Sincerely,



James C. Williamson, Ph.D.  
President

cc: Dr. Bettie Rose Horne, Chair  
Committee on Academic Affairs and Licensing  
Ms. Julie Carullo, Interim Executive Director



# The State Authorization Reciprocity Agreements:

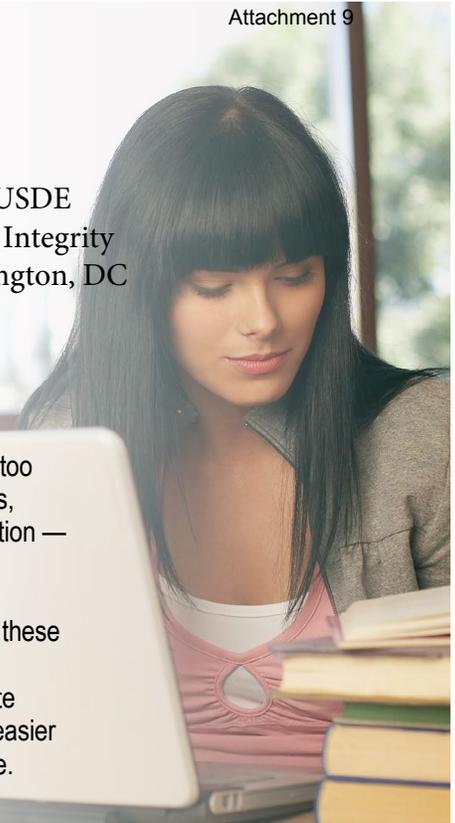
## SARA

<http://www2.ed.gov/policy/highered/reg/hearulemaking/2012/pii-ncsara-infosheet.pdf> - USDE Negotiated Rule Making Committee - Program Integrity and Improvement February 19-21, 2014, Washington, DC

### Higher Education needs a new way for states to oversee the delivery of postsecondary distance education.

The current process is too varied among the states to assure consistent consumer protection, too cumbersome and expensive for institutions that seek to provide education across state borders, and too fragmented to support our country's architecture for quality assurance in higher education — the quality assurance “triad” of accrediting agencies, the federal government, and the states.

A new, voluntary process of state oversight of distance education has been created to redress these problems. The State Authorization Reciprocity Agreement is a voluntary agreement among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.



#### Problems

- States and territories regulate higher education within their borders, with varying requirements for out-of-state institutions that want to do business in the state.
- Cross-state online education offered by colleges and universities is expanding dramatically.
- At present there is no alternative to each institution separately pursuing any needed approvals (state authorization) in each state and territory where it enrolls students.
- Consequently, thousands of institutions are required to contact and work through as many as 54 states and territories, and, sometimes, with multiple regulatory agencies in those states.
- That process is inefficient, costly, and not effective in supporting access to high quality distance education throughout the country.

#### Solution

The State Authorization Reciprocity Agreement (SARA) establishes a state-level reciprocity process that will support the nation in its efforts to increase the educational attainment of its people by making state authorization:

- more efficient, effective, and uniform in regard to necessary and reasonable standards of practice that could span states;
- more effective in dealing with quality and integrity issues that have arisen in some online/distance education offerings; and
- less costly for states and institutions and, thereby, the students they serve.

#### Key Points

- SARA is voluntary for states and institutions.
- Administered by the four regional higher education compacts (Midwestern Higher Education Compact, New England Board of Higher Education, Southern Regional Education Board, and the Western Interstate Commission for Higher Education), which began accepting applications from states in their regions in early 2014. Once states are approved, they can begin to enroll eligible institutions.
- Membership is open to degree-granting postsecondary institutions from all sectors (public colleges and universities; independent institutions, both non-profit and for-profit) accredited by an agency recognized by the U.S. Secretary of Education.

## Benefits to States

- Expands educational offerings to state residents.
- Allows SARA states to focus on their home-state institutions, rather than on institutions from many other states.
- Maintains state regulation of on-the-ground instruction offered by out-of-state institutions.
- Other SARA states will help resolve complaints. (SARA states commit to resolving complaints from distance ed. offered by their institutions.)
- Reduces costs for institutions, lessening this particular need to raise fees and thereby supporting affordability.
- No cost to states.

## Benefits to Institutions

- Enables more efficient provision of distance education to a broader market.
- Reduces number of other-state regulations to continually monitor and track.
- Reduces number of applications and individual state requirements.
- Reduces costs.
  - » Applications, surety bonds, agent licenses, etc.
  - » Staff (payroll and time).
  - » Reduced costs = potentially lower fees for students.

## Benefits to Students

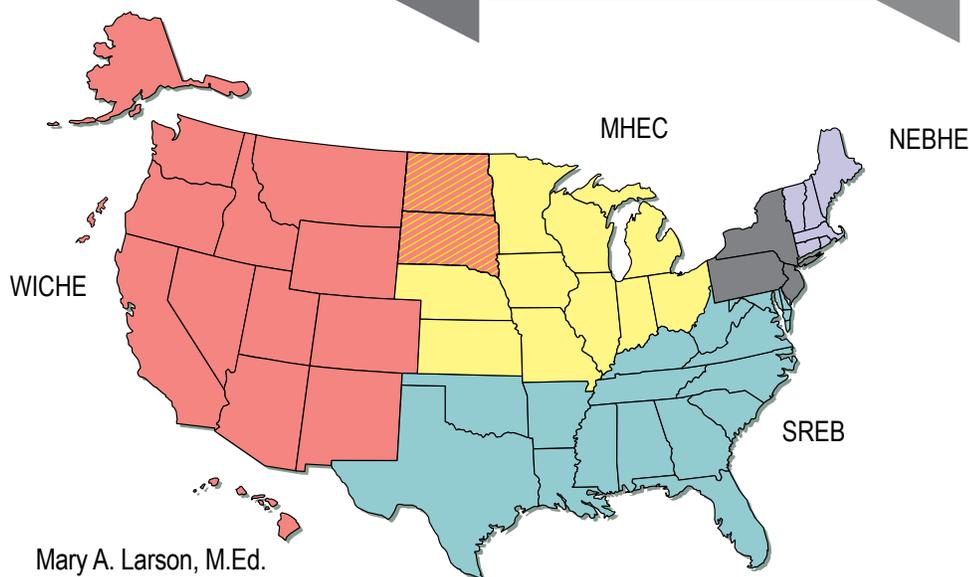
- Expands access to educational offerings.
- Should lead to better resolution of complaints from students in SARA states.
- Reduces a rapidly growing institutional cost that is passed along to students.
- Should enhance overall quality of distance education.

### For more information, contact:

Marshall A. Hill, Ph.D.  
Executive Director  
National Council for State  
Authorization Reciprocity Agreements  
3005 Center Green Drive, Suite 130  
Boulder, CO 80301  
303.541.0283 | mhill@nc-sara.org  
www.nc-sara.org

Sandra J. Doran, Esq.  
Director, N-SARA  
New England Board of Higher Education  
(NEBHE)  
45 Temple Place  
Boston, MA 02111  
617.533.9524 • sdoran@nebhe.org  
www.nebhe.org

Rhonda M. Epper, Ph.D.  
Director, W-SARA  
Western Interstate Commission for  
Higher Education (WICHE)  
3005 Center Green Drive, Suite 130  
Boulder, CO 80301  
303.541.0277 • repper@wiche.edu  
www.wiche.edu



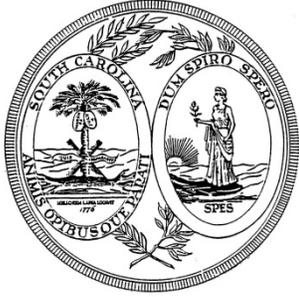
Mary A. Larson, M.Ed.  
Director, S-SARA  
Southern Regional Education Board (SREB)  
592 10th Street N.W.  
Atlanta, GA 30318-5776  
404.875.9211 ext. 219 • mary.larson@sreb.org  
www.sreb.org

Jennifer L. Parks, M.A.  
Director, M-SARA  
Midwestern Higher Education Compact (MHEC)  
105 Fifth Avenue South, Suite 450  
Minneapolis, MN 55401  
612.677.2770 • jennyp@MHEC.org  
www.mhec.org



## National Council for State Authorization Reciprocity Agreements

*A voluntary, regional approach  
to state oversight of distance education*



# South Carolina Commission on Higher Education

Brig Gen John L. Finan, USAF (Ret.), Chair  
Dr. Bettie Rose Horne, Vice Chair  
Mr. Paul O. Batson, III  
Mr. Tim M. Hofferth  
Ms. Dianne C. Kuhl  
Ms. Allison Dean Love  
Dr. Louis B. Lynn  
Vice Admiral Charles Munns, USN (ret.)  
Mr. Clark B. Parker  
Mr. Kim F. Phillips  
Ms. Terrye C. Seckinger  
Dr. Jennifer B. Settlemeyer  
Mr. Hood Temple  
Dr. Evans Whitaker

Ms. Julie J. Carullo  
Interim Executive Director

CHE  
9/3/2015  
Agenda Item 5.02.D

September 3, 2015

## MEMORANDUM

**To:** Chairman John L. Finan and Members, S.C. Commission on Higher Education

**From:** Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing

### Consideration of More Robust Metrics to Monitor Academic Degree Programs Offered by Public Institutions

#### **Background and Introduction**

At its November 6, 2014- CHE meeting, Commissioners asked the Academic Affairs staff to prepare information that would assist the Committee on Academic Affairs and Licensing (CAAL) members in determining future recommendations to the Commission regarding the development of more robust metrics for program monitoring. At the CAAL meeting in January 2015, CHE staff presented current practices for program evaluation and demonstrated how modifying some of the current criteria, specifically, changing enrollment and completion benchmarks, might affect the outcome of biennial program productivity review. Since the January CAAL meeting, Academic Affairs staff then consulted with higher education agency counterparts in at least seven other states, met with the Advisory Committee on Academic Programs (ACAP) to discuss possible review options (February 2015), and met with CHE's data management staff. These discussions have helped confirm the variety of data collected already; the criteria and means most helpful for reporting program productivity; and the benefits both other states and in-state institutions have reaped as a result of such reporting.

As a result of these findings, Academic Affairs staff suggested several revisions to improve its monitoring of program productivity for public institutions at the CAAL meeting on April 8, 2015. Based on discussions at the April 8<sup>th</sup> CAAL meeting, Academic Affairs staff presented the following recommendations at the June 11, 2015 ACAP meeting:

1. improvements to the biennial productivity review criteria, including the following:
  - a. An increase to the "satisfactory" threshold for program completers for degree programs from five (5) to eight (8).
  - b. A change of the criterion for satisfactory program productivity from meeting **either** enrollment **or** completion thresholds to the new standard of meeting **both** enrollment **and** completion benchmarks.
  - c. The addition of monitoring licensure and/or certification pass rates for applicable programs (e.g., nursing, education, engineering, etc.).
2. implementation of a new program-specific review beginning with programs approved in Fall 2015 to assess programs three years after implementation for master's degree programs and five years after implementation for all other programs, with final specific review criteria to be agreed upon prior to the first reviews to be conducted in Fall 2018.

## ACAP Consideration

ACAP members and Academic Affairs staff discussed the recommendations, which resulted in an amended motion that refined the recommendations for the biennial productivity review and a postponement to vote to adopt the new program-specific review so that its criteria could continue to be reviewed over ensuing months. The refinements members suggested for the biennial productivity review include the following:

1. applying the increase for satisfactory thresholds to baccalaureate programs only, and not master's, first professional, specialist, or doctoral degree programs.
2. allowing exemptions to the productivity standards (i.e., enrollment and completion thresholds) on a program by program basis for those programs considered essential to the basic mission of the American university (i.e., the arts and sciences) or deemed so unique in their subject matter and value to the higher education community in South Carolina as to make them essential.
3. encouraging Commission consideration of specialized accreditation status for those programs that may not satisfy the enrollment and completion thresholds in determining whether the programs are granted an exemption, placed on probation, or recommended for termination.

In addition, ACAP members expressed concern about the number of programs that may be affected by the revised criteria. Academic Affairs staff agreed to continue to collaborate with ACAP to determine exemptions to the biennial review. In addition, staff confirmed that revisions will be required to the CHE *Policies and Procedures for Academic Degree Program Productivity* once the Commission has approved the improvements to the biennial productivity review.

For the proposed program-specific review, in addition to review of criteria over the next several months, ACAP members confirmed the difficulty of collecting graduate placement rates; strongly encouraged CHE to pursue the means to connect postsecondary education and workforce data to better track college graduates; and suggested that the first reviews be conducted later than Fall 2018 as proposed to allow for better data collection. In summary, ACAP members subsequently approved an amended motion that revises the biennial productivity review as noted, and defers implementation of the program-specific review until the final review criteria can be considered in coming months at a future ACAP meeting.

## Recommendation

The Committee on Academic Affairs and Licensing recommends the Commission approve the following improvements to the biennial productivity review:

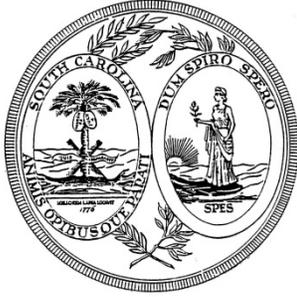
1. Increase the "satisfactory" threshold for program completers for baccalaureate degree programs from five to eight (the threshold remains unchanged for master's, first professional, specialist, and doctoral degree programs).
2. Change the criterion for satisfactory program productivity from meeting **either** enrollment **or** completion thresholds to the new standard of meeting **both** enrollment **and** completion benchmarks for all programs.
3. Consider specialized accreditation status of applicable programs that do not meet the enrollment or completion thresholds when determining whether the programs are granted an exemption, placed on probation, or recommended for termination.
4. Add the monitoring of licensure and/or certification pass rates for applicable programs (e.g., nursing, education, engineering, etc.).

## Next Steps

Upon approval of the suggested improvements to the biennial productivity review, Academic Affairs staff will revise the *Policies and Procedures for Academic Degree Program Productivity*. Academic Affairs staff will seek input from ACAP and CAAL members to:

1. Refine the list of licensure examinations to be considered in the biennial productivity report.
2. Determine benchmarks for licensure and/or certification pass rates for applicable programs.
3. Determine the feasibility of providing a comparison of peer programs in the biennial productivity review.

Then, Academic Affairs staff will present the revised *Policies and Procedures for Academic Degree Program Productivity* at the subsequent CAAL meeting. Academic Affairs will also continue to discuss the implementation of a program-specific review with ACAP members to refine the list of viable benchmarks and the means for data collection in order to present a recommendation to CAAL in the near future. Academic Affairs staff will also continue to explore ways to connect higher education productivity with workforce data.



# South Carolina Commission on Higher Education

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Interim Executive Director

CHE  
9/3/2015  
Agenda Item 5.02.E

September 3, 2015

## **MEMORANDUM**

**To:** Chairman John L. Finan and Members, S.C. Commission on Higher Education

**From:** Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing

### **Report on Terminated and Approved Academic Programs and Program Modifications, July 2014 – June 2015 (For Information)**

#### **Background**

This report is presented to members of the Commission to provide an overview of program activity from July 1, 2014, through June 30, 2015. The report includes academic degree programs terminated and approved; program modifications approved; changes to program concentrations; programs extended to specific sites or terminated from specific sites; and new and terminated certificates.

#### **Termination and Approval of Academic Degree Programs**

In fiscal year 2014-15, 10 colleges and universities (four four-year and six two-year) terminated a total of 20 academic degree programs. During this time, 13 colleges and universities (nine four-year and four two-year) received approval to offer a total of 26 new academic degree programs. The following tables show the academic degree programs terminated and approved.

**Table 1: Academic Degree Programs Terminated and Approved, Four-Year Institutions**

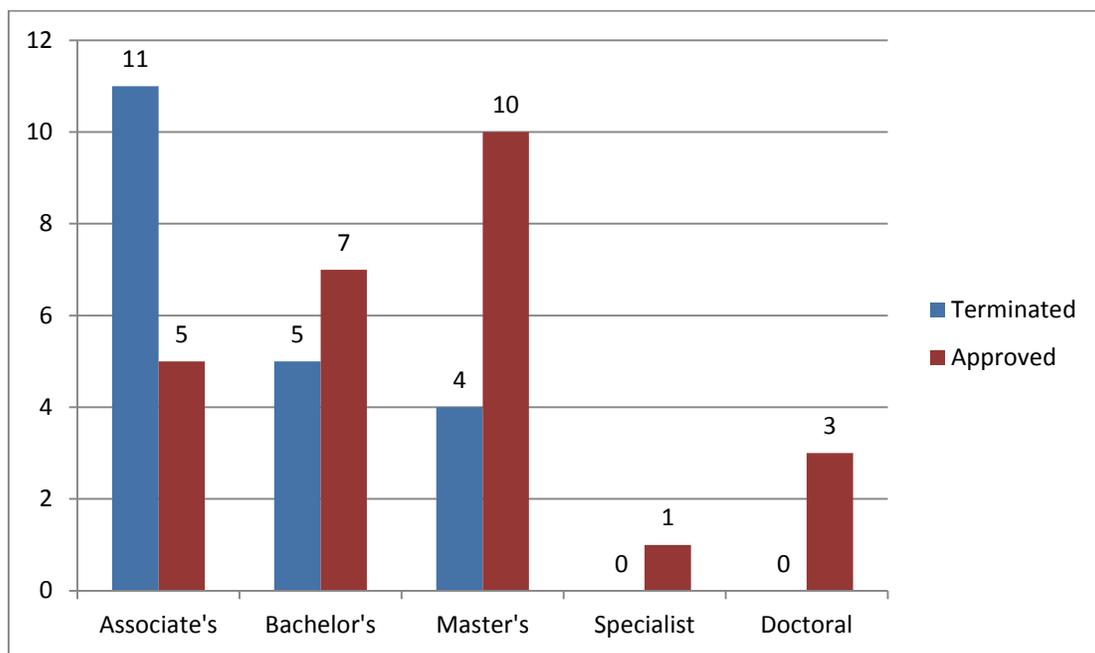
<b>Institution</b>	<b>Terminated</b>	<b>Approved</b>
The Citadel	B.A., Mathematics	M.A., International Politics and Military Affairs
Clemson University		B.A., World Cinema M.S., Athletic Leadership M.A.T., Special Education, with three concentrations Ph.D., Learning Sciences Ph.D., Literacy, Language and Culture Ph.D., Special Education
Coastal Carolina University	B.A., Psychology M.Ed., Learning & Teaching- Early/Elem Grades	M.S., Sport Management B.A., Digital Culture and Design B.S., Engineering Science Ed.S., Instructional Technology
College of Charleston		B.S., A.B., Supply Chain Management
Francis Marion University		M.S., Physician Assistant Studies
Lander University	B.A., Psychology M.A.T., Art Education	
Medical University of SC	B.S., Health Sciences B.S., Health Professions and Related Sciences Master of Health Administration (M.H.A.), International M.S.N., Nursing Health Care Systems	M.S., Medical Sciences M.P.H., Biostatistics M.P.H., Epidemiology M.P.H., Health Behavior and Health Promotion
USC Aiken		B.S., Industrial Process Engineering
USC Beaufort		B.S., Mathematics, with tracks in Mathematical Sciences and Secondary Mathematics Certification
USC Columbia		M.S., Advanced Athletic Training B.S., Pharmaceutical Sciences

Note: If an institution is not listed in the table, it did not terminate any programs or have any new programs approved.

**Table 2: Academic Degree Programs Terminated and Approved, Technical Colleges**

Institution	Terminated	Approved
Florence-Darlington Technical College	A.A.S., Computer Technology A.A.S., Electro-Mechanical Engineering Technology A.A.S., Engineering Graphics Technology	
Greenville Technical College		A.A.S., Auto Body Repair
Horry-Georgetown Technical College	A.A.S., Horticulture Technology A.A.S., Pharmacy Technology	A.A.S., Brewmaster and Brewery Operations A.A.S., Machine Tool Technology
Orangeburg-Calhoun Technical College	A.A.S., Medical Laboratory Technology	
Piedmont Technical College		A.A.S., Occupational Therapy Assistant
Spartanburg Community College	A.A.S., Civil Engineering Technology A.A.S., Engineering Graphics Technology A.A.S., Mechanical Engineering Technology	A.A.S., Mechatronics Technology
Technical College of the Lowcountry	A.A.S, General Business, Law Enforcement/Security Management	
Trident Technical College	A.A.S., Machine Tool Technology	

**Figure 1. Terminated and Approved Academic Degree Programs by Degree Level**



As shown in Figure 1, the majority of the academic degree program terminations occurred at the associate's degree levels, while the majority of new programs approved occurred at the bachelor's and master's degree levels. In addition, as shown in Table 3 below, the technical colleges terminated the most programs, while the research institutions received the majority of new program approvals.

**Table 3. Terminated and Approved Academic Degree Programs by Institution Type**

	Terminated Programs	Approved Programs	Net
<b>Technical Colleges</b>	11	5	<b>-6</b>
<b>Regional Two-Year Campuses</b>	0	0	<b>0</b>
<b>Comprehensive Teaching Institutions</b>	5	9	<b>4</b>
<b>Research Universities</b>	4	12	<b>8</b>
<b>Total</b>	<b>20</b>	<b>26</b>	<b>6</b>

### Modifications of Academic Degree Programs

The following program modifications were approved by Commission staff during FY 2014-15.

#### Clemson University

- The Ph.D. in Curriculum and Instruction was modified to redevelop three concentrations into four concentrations.
- The following programs were modified to be offered at the at the Clemson University Restoration Institute in North Charleston, SC, and the Lowcountry Graduate Center in North Charleston, SC:
  - M.S., Civil Engineering
  - M.S., Computer Engineering
  - M.S., Computer Science
  - M.S., Electrical Engineering
  - M.S., Environmental Engineering and Science
  - M.S., Industrial Engineering
  - M.S., Materials Science and Engineering
  - M.S., Mechanical Engineering
  - Ph.D., Industrial Engineering
  - Ph.D., Materials Science and Engineering
  - M.ENG., Electrical Engineering
  - M.ENG., Industrial Engineering
  - M.ENG., Systems Engineering
  - M.F.A., Digital Production Arts
  - Ph.D., Civil Engineering
  - Ph.D., Computer Engineering
  - Ph.D., Computer Science
  - Ph.D., Electrical Engineering
  - Ph.D., Environmental Engineering and Science
  - Ph.D., Mechanical Engineering

#### Coastal Carolina University

- The B.S. in Health Administration Completion was modified to change the entry requirements.

#### Lander University

- The B.A. in Visual Arts added a concentration in Entrepreneurship.

#### Medical University of South Carolina

- The M.D. program was modified to expand clinical training to AnMed Health in Anderson, SC.
- The Ph.D. in Nursing Science was modified to transition into an accelerated program.
- The D.N.P. added a concentration in Executive Leadership and Innovations.

#### South Carolina State University

- The B.S. in Industrial Engineering Technology was modified to transition into the B.S. in Industrial Engineering.
- The B.S. in Industrial Education added a concentration in Industrial Technology.

#### University of South Carolina Aiken

- The B.S. in Biology added a concentration in Molecular Biology.

#### University of South Carolina Columbia

- The concentration in Mass Communications in the B.A.J.M.C. in Journalism was elevated to a stand-alone program, the B.A.J.M.C. in Mass Communications.
- The B.S.B.A. in International Business added four concentrations: Middle East and North Africa (MENA) Business, European Business, South American Business, and Eurasian Business.
- The M.D. program was modified to add a clinical site in Florence, SC.
- The M. Econ. added a concentration in Financial Economics.

#### Winthrop University

- The B.S. in Chemistry added six concentrations: ACS Chemistry, ACS Biochemistry, ACS Engineering-Physics, ACS Forensic Chemistry, ACS Chemistry-Business, and Biochemistry.
- The M.A.T. in Theatre added a teacher certification program in Theatre.
- The M.A.T. in Dance added a teacher certification program in Dance.
- The M.F.A. in Art and Design was modified to transition to the M.F.A. in Studio Art.
- The M.Ed. in Special Education was modified to transition to the M.Ed. in Special Education Intervention.

## Program Concentrations

Table 4 shows program concentrations terminated or added during FY 2014-15.

**Table 4: Program Concentrations Terminated and Added**

<b>Institution</b>	<b>Terminated Concentrations</b>	<b>Added Concentrations</b>
Clemson University	<i>Community and Economic Development</i> from the B.S. in Agribusiness <i>Textiles</i> from the B.A. in Language and International Trade	<i>Food Science and Technology</i> to the B.S. in Food Science.
Coastal Carolina University		<i>Applied Economic Analysis and Economic Theory</i> to the B.S.B.A. in Economics <i>Behavioral Neuroscience</i> to the B.S. in Psychology
Francis Marion University	<i>Health Management</i> from the M.B.A.	<i>Human Resource Management and Supply Chain Management</i> to the B.B.A. in Management
Lander University	<i>Counseling</i> from the B.S. in Psychology <i>Pre-Law</i> from the B.A. in Political Science <i>Physical Education</i> from the B.S. in Physical Education	<i>K-12 Teacher Certification</i> to the B.S. in Visual Arts <i>Vocal</i> to the B.S. in Music
South Carolina State University		<i>Health Education Services</i> to the B.S. in Physical Education <i>International Studies and African American Studies</i> to the B.A. in History
USC Beaufort		<i>Media Arts</i> to the B.A. in Studio Arts
USC Columbia	<i>General, Actuarial Math and Statistics, and Applied Mathematics</i> from the B.S. in Mathematics <i>Physical Electronic, Power Systems, High Voltage Engineering, and Semiconductor Engineering</i> from the following programs: B.S.E. in Electrical Engineering; M.S. Electrical Engineering; M.E. in Electrical Engineering; and Ph.D. in Electrical Engineering	<i>Business Data Analytics</i> to the following programs: B.S.B.A. in Risk Management; B.S.B.A. in Real Estate; B.S.B.A. in Marketing; B.S.B.A. in Management Science; B.S.B.A. in Finance; B.S.B.A. in Management; B.S.B.A. in Business Economics; and B.S.B.A. in Accounting <i>Educational Technology</i> to the Ed.D. in Curriculum and Instruction <i>Emergency Management and Planning</i> to the Master of Public Administration <i>Music Theory</i> to the Master of Music
USC Upstate	<i>Exercise Science</i> from the B.S.Ed. in Physical Education.	
Winthrop University	<i>Early Childhood Education and Elementary Education</i> from the M.Ed. in Curriculum and Instruction* <i>Personal Financial</i> from the B.S. in Business Administration <i>Public Administration</i> from the B.A. in Political Science	<i>Early Childhood/Elementary Education</i> to the M.Ed. in Curriculum and Instruction*
Tri-County Technical College		<i>Medical</i> to the A.A.S. in Administrative Office Technology

\* Two concentrations were merged into a single concentration.

## Programs Terminated from and Extended to Specific Sites

The programs terminated from or extended to specific sites during FY 2104-15 are listed below.

**Table 5: Programs Terminated from and Extended to Specific Sites**

<b>Institution</b>	<b>Programs Terminated from Specific Sites</b>	<b>Programs Extended to Specific Sites</b>
Coastal Carolina University		Blended Delivery for the Literacy concentration of the M.Ed. in Learning and Teaching
Lander University	University Center of Greenville from the B.S. in Psychology University Center of Greenville from the B.S. in Visual Art	
USC Columbia		Blended Delivery added to the B.A. in Liberal Studies Blended Delivery added to the B.A. in Organizational Leadership
Winthrop University	Charlotte-Mecklenburg Schools from the M.Ed. in Special Education On-Campus site from the M.Ed. in Special Education	Blended Delivery added to the M.Ed. in Literacy
Greenville Technical College		Florence-Darlington Technical College campus added to the A.A.S. in Physical Therapy Assistant McKinney Regional Automotive Center to the A.A.S. in Auto Body Repair
Spartanburg Community College		New Downtown campus added to the following programs: General A.A. and A.S. programs, A.A.S. in General Technology, A.A.S. in Accounting, A.A.S. in Automated Manufacturing Technology, and A.A.S. in Management
Trident Technical College	Main Campus from the A.A.S. in Aircraft Maintenance Technology	Berkeley campus to the A.A.S. in Aircraft Maintenance Technology

## Certificate Programs

The certificate programs terminated or added by institutions during FY 2014-15 are listed below.

**Table 6: Certificate Programs Terminated and Added**

Institution	Certificate Programs Terminated	Certificate Programs Added
The Citadel		Post-baccalaureate Certificate in Systems Engineering Management Post-baccalaureate Certificate in Cybersecurity Post-baccalaureate Certificate in History and Teaching Content Post-baccalaureate Certificate in Student Affairs Post-baccalaureate Certificate in Hispanic Studies Post-baccalaureate Certificate in Technical Program Management Post-baccalaureate Certificate in Technical Project Management Post-baccalaureate Certificate in Intelligence Analysis Post-baccalaureate Certificate in Leadership Post-baccalaureate Certificate in Literacy Education Post-baccalaureate Certificate in Homeland Security Post-baccalaureate Certificate in Sport Management-Sport Sales and Marketing Post-baccalaureate Certificate in Environmental Studies
Clemson University		Certificate in Global Health in Low Resource Countries
Coastal Carolina University		Certificate in Sustainability Post-baccalaureate Certificate in Business Foundations
College of Charleston		Post-baccalaureate Certificate in Cybersecurity
Medical University of SC	Post-baccalaureate Certificate in Health Systems/Health Services Post-baccalaureate Certificate in Clinical Research Ethics Post-Master's Certificate in Nursing Administrator, Nurse Educator	
Winthrop University		Post-baccalaureate Certificate in Learning Technologies Post-baccalaureate Certificate in Arts Administration

## **Comparison of Terminated and Approved Academic Degree Programs and Program Concentrations, Sites, and Certificates**

The previous tables show that academic degree programs, program concentrations, sites, and certificate programs terminated and approved encompass several different fields. Table 7 compares the number of academic degree programs, program concentrations, and sites terminated with the number of those approved/added by curricular area. Table 8 compares the number of academic degree programs, program concentrations, sites, and certificate programs terminated with the number of those approved/added by institution while Tables 9 and 10 compare the same information by category and type of institution, respectively. These tables also include the concentrations and sites terminated or added as a result of program modifications as well as the new program added by USC Columbia with a program modification<sup>1</sup>.

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<sup>1</sup> As stated on page 5 of this report, the concentration in Mass Communications in the B.A.J.M.C. in Journalism was elevated to a stand-alone program, the B.A.J.M.C. in Mass Communications.

**Table 7. Terminated and Approved Academic Degree Programs, Program Concentrations, Sites, and Certificates**

Note: T=Terminated and A = Approved

Curricular Area	Degree Programs		Concentrations		Sites		Certificates		Total	
	T	A	T	A	T	A	T	A	T	A
Agriculture	1		1	1					2	1
Natural Resources/ Conservation								3	0	3
Area, Ethnic, Cultural, Gender, and Group Studies								1	0	1
Communication/ Journalism		1							0	1
Computer and Information Sciences	1					5		2	1	7
Personal and Culinary Services		1							0	1
Education	2	5	7	10	2	2		3	11	20
Engineering	5	3	16			15		1	21	19
Liberal Arts and Sciences		2				3			0	5
Biological and Biomedical Sciences				1					0	1
Mathematics	1	1	3						4	1
Military Science		1							0	1
Parks, Recreation, Leisure, and Fitness Studies		3							0	3
Physical Sciences				6					0	6
Psychology	2		1	1	1				4	1
Homeland Security, Law Enforcement, etc.								2	0	2
Public Administration				1					0	1
Social Sciences			2						2	0
Mechanic and Repair Technologies	1	2			1	4			2	6
Transportation and Materials Moving									0	0
Visual and Performing Arts				4	1			1	1	5
Health Professions and Related Programs	6	7		1		3	3		9	11
Business, Management, Marketing and Related Studies	1	1	3	17		3		5	4	26
History				2				1	0	3
<b>Total</b>	<b>20</b>	<b>27</b>	<b>33</b>	<b>44</b>	<b>5</b>	<b>35</b>	<b>3</b>	<b>19</b>	<b>61</b>	<b>125</b>

**Table 8. Terminated and Approved Academic Degree Programs, Program Concentrations, Sites, and Certificates by Institution**

Note: T=Terminated and A = Approved

Institution	Degree Programs		Concentrations		Sites		Certificates		Total		Net
	T	A	T	A	T	A	T	A	T	A	
Aiken									0	0	0
Central Carolina									0	0	0
Denmark									0	0	0
Florence-Darlington	3								3	0	-3
Greenville		1				2			0	3	3
Horry-Georgetown	2	2							2	2	0
Midlands									0	0	0
Northeastern									0	0	0
Orangeburg-Calhoun	1								1	0	-1
Piedmont		1							0	1	1
Spartanburg	3	1				6			3	7	4
Technical College of the Lowcountry	1								1	0	-1
Tri-County				1					0	1	1
Trident	1				1	1			2	1	-1
Williamsburg									0	0	0
York									0	0	0
USC Regional Campuses									0	0	0
<b>Subtotal Two-years</b>	11	5	0	1	1	9	0	0	12	15	3
The Citadel	1	1						13	1	14	13
Clemson		6	5	5		20		1	5	32	27
Coastal Carolina	2	4		3		1		2	2	10	8
College of Charleston		1						1	0	2	2
Francis Marion		1	1	2					1	3	2
Lander	2		3	3	2				7	3	-4
Medical Univ. of SC	4	4		1		1	3		7	6	-1
South Carolina State				4					0	4	4
USC Aiken		1							0	1	1
USC Beaufort		1							0	1	1
USC Columbia		3	19	16		3			19	22	3
USC Upstate			1						1	0	-1
Winthrop			4	9	2	1		2	6	12	6
<b>Subtotal Four-years</b>	9	22	33	43	4	26	3	19	49	110	61
<b>Total</b>	<b>20</b>	<b>27</b>	<b>33</b>	<b>44</b>	<b>5</b>	<b>35</b>	<b>3</b>	<b>19</b>	<b>61</b>	<b>125</b>	<b>64</b>

**Table 9. Terminated and Approved Academic Degree Programs, Program Concentrations, Sites, and Certificates by Program Category**

	<b>Terminated</b>	<b>Approved</b>	<b>Net</b>
<b>Academic Degree Programs (Associate, Bachelor, Master, and Doctoral)</b>	20	27	7
<b>Concentrations</b>	33	44	11
<b>Sites</b>	5	35	30
<b>Certificates</b>	3	19	16
<b>Total</b>	<b>61</b>	<b>125</b>	<b>64</b>

**Table 10. Terminated and Approved Academic Degree Programs, Program Concentrations, Sites, and Certificates by Institution Type**

	<b>Terminated</b>	<b>Approved</b>	<b>Net</b>
<b>Technical Colleges</b>	12	15	3
<b>Regional Two-Year Campuses</b>	0	0	0
<b>Comprehensive Teaching Universities</b>	18	50	32
<b>Research Universities</b>	31	60	29
<b>Total</b>	<b>61</b>	<b>125</b>	<b>64</b>

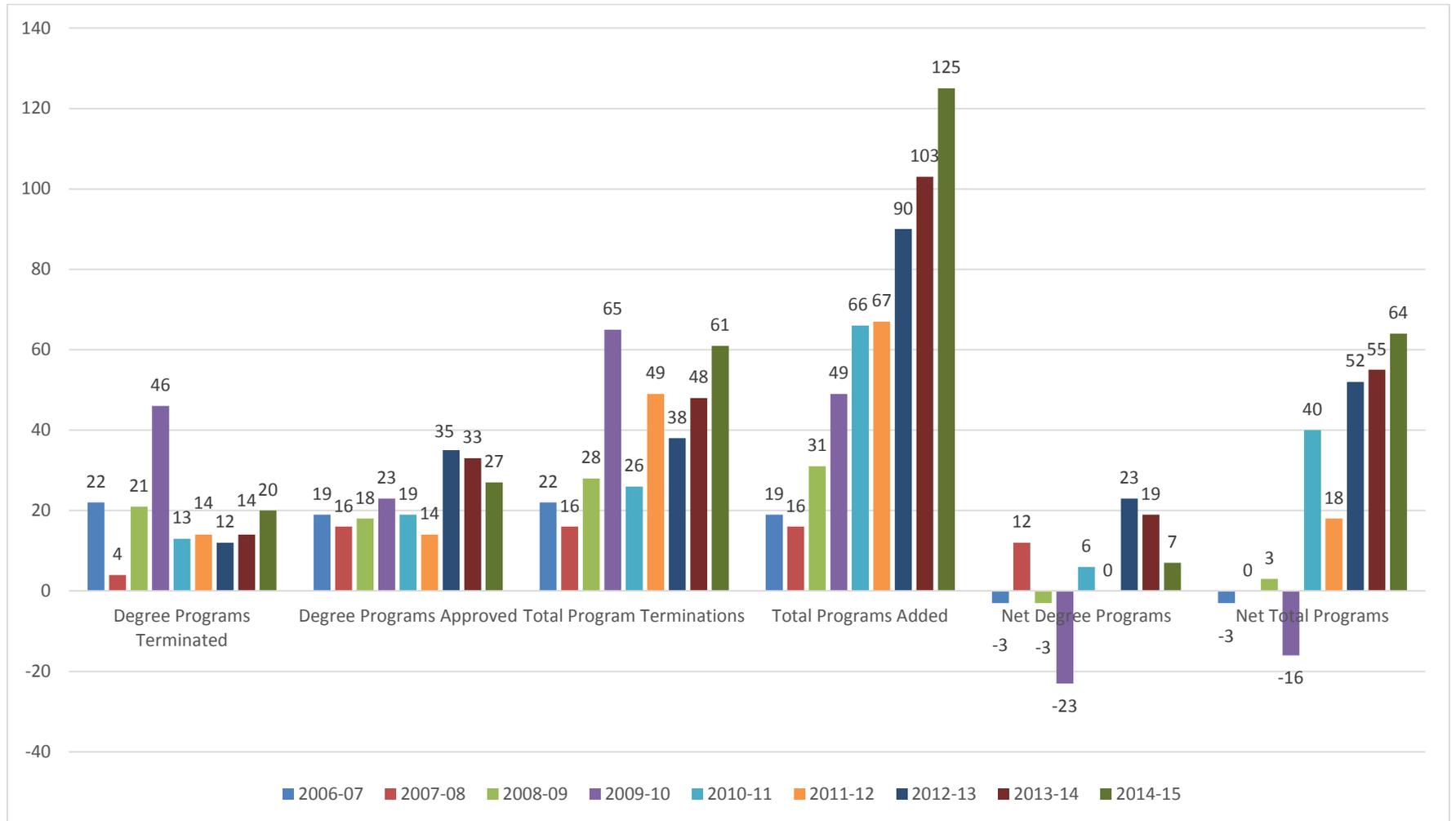
**Comparison of Terminated and Approved Academic Degree Programs, Program Concentrations, Sites, and Certificates by Year**

Both Table 11 and Figure 2 compare the number of academic degree programs terminated and approved and the total number of terminated and approved/added academic degree programs, program concentrations, sites, and certificates by year.

**Table 11. Terminated and Approved Academic Degree Programs, Program Concentrations, Sites, and Certificates by Year**

	Academic Degree Programs			Academic Degree Programs, Concentrations, Sites, and Certificates		
	Terminated	Approved	Net	Terminated	Added	Net
2014-15	20	27	7	61	125	64
2013-14	14	33	19	48	103	55
2012-13	12	35	23	38	90	52
2011-12	14	14	0	49	67	18
2010-11	13	19	6	26	66	40
2009-10	46	23	-23	65	49	-16
2008-09	21	18	-3	28	31	3
2007-08	4	16	12	16	16	0
2006-07	22	19	-3	22	19	-3
<b>Total</b>	<b>166</b>	<b>204</b>	<b>38</b>	<b>353</b>	<b>566</b>	<b>213</b>

**Figure 2. Terminated and Approved Academic Degree Programs, Program Concentrations, Sites, and Certificates by Year**



## Conclusions

Data presented in this report show that, during the past three years, there has been an increase in the number of academic degree programs approved by the Commission. From 2006-2011, South Carolina's public colleges and universities added an average of 18 new academic degree programs per year; whereas, for the past three years, the institutions have added 35, 33, and 27 programs, respectively.

Overall, the institutions added a net total of 213 academic degree programs, program concentrations, sites, and certificates since 2006, with the majority of program additions in the following curricular areas:

- business/management
- education
- engineering and engineering technologies
- health professions and related programs.

The increase in programs in these curricular areas is a result of the workforce needs of the state. According to a recent report, *South Carolina's Education-Workforce Matchup: 2013-2030 Identifying the Higher Education Needs of the 21st Century*, "the five occupation groups requiring higher education that are projected to have the highest workforce shortages in 2030 are: (1) Healthcare Practitioners; (2) Management; (3) Education; (4) Business and Financial Operations; and (5) Computers and Mathematics."<sup>2</sup> This report claims that "together, these occupation groups will represent over 78 percent of the higher education workforce shortage in 2030."<sup>3</sup> In addition, a report by New Carolina, a statewide, business-led organization focused on economic development, discusses South Carolina's changing economy as a result of the arrival of BMW's production facility in the Upstate in 1992 and Boeing's Dreamliner assembly plant in the Lowcountry in 2011. The report claims South Carolina is now "ranked as one of the highest states for foreign direct investment per capita in the nation."<sup>4</sup> Engineering and engineering technologies programs are needed to support the innovative technology and knowledge-based companies choosing to locate in the state. Furthermore, an article posted by the Clemson University Center for Workforce Development states that "even during the depths of the recent economic recession in our region, industry demand for technicians with knowledge and skills in engineering technologies, industrial technologies, and computer technologies never waned."<sup>5</sup>

It is worth noting that the net total program additions shown in Table 11 reflects the more cost-effective practice of implementing certificate programs or program concentrations instead of (or prior to) implementing a new degree program. Only 38 of the 213 net total program additions (17.8%) since 2006 resulted from new academic degree programs. It is also worth noting that the largest increase in both academic degree and total program terminations occurred in FY 2009-10, most likely as a result of institutions reevaluating their programs during the economic recession.

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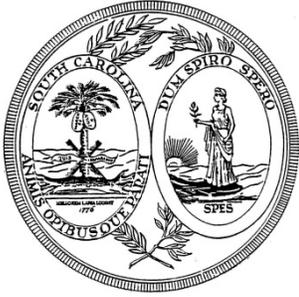
<sup>2</sup> Woodward, Douglas P. and Joseph C. Von Nessen. *South Carolina's Education-Workforce Matchup: 2013-2030 Identifying the Higher Education Needs of the 21st Century*. Darla Moore School of Business at the University of South Carolina. November 2013.

[http://www.competingthroughknowledge.org/assets/uploads/references/Higher\\_Education\\_Report.pdf](http://www.competingthroughknowledge.org/assets/uploads/references/Higher_Education_Report.pdf)

<sup>3</sup> Ibid.

<sup>4</sup> McKinney, Laura and George Fletcher. *New Carolina: Private Leadership in Economic Development*. New Carolina, Summer 2013. <http://www.newcarolina.org/UserFiles/publications/SC%20Case%20Study%20FINAL%2008-07-2013.pdf>

<sup>5</sup> Craft, Elaine L. *The Myth of STEM Jobs*. Clemson University Center for Workforce Development. Clemson University 2014.. <http://www.clemson.edu/centers-institutes/cucwd/news/the-myth-of-stem-jobs/>



# South Carolina Commission on Higher Education

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9/3/2015  
Agenda Item 5.02.F

September 3, 2015

## MEMORANDUM

**To:** Chairman John L. Finan and Members, S.C. Commission on Higher Education

**From:** Dr. Bettie Rose Horne, Chair and Members, Committee on Academic Affairs and Licensing

### 2015 Annual Report on the Academic Common Market Program

Established in 1974 by the Southern Regional Education Board (SREB), the Academic Common Market program was designed "to share between states specified degree programs located at southern public colleges and universities through an exchange of students across borders at in-state rates." As a cooperative agreement among states, the Academic Common Market seeks to eliminate unnecessary duplication of degree programs among states while supporting programs that are able to serve additional students.

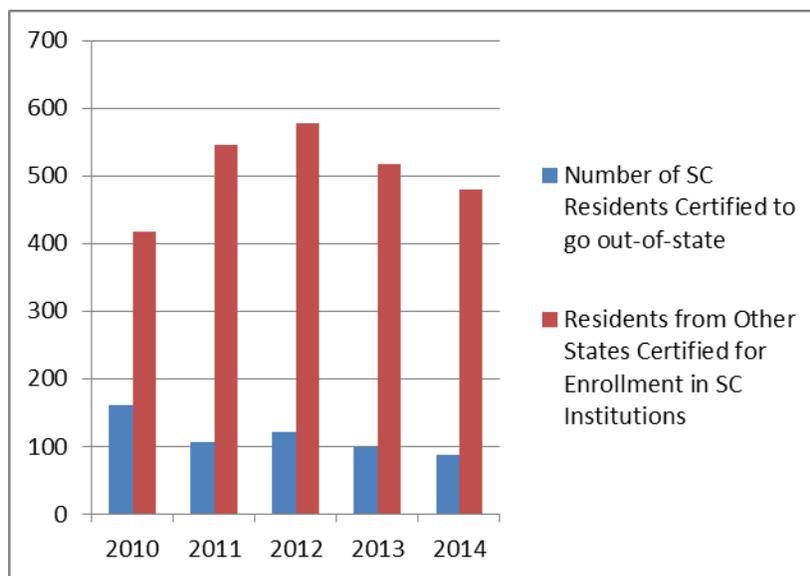
Each participating state compiles its own list of programs for access by its residents. Eligible programs are undergraduate and graduate programs which are at least 50 percent different in course content from programs offered in the home state. Concentrations, options, tracks, or specialization within more general (and otherwise ineligible) degree programs must be extraordinary, specific, and structured to merit eligibility for the Academic Common Market. In South Carolina, the Academic Common Market institutional coordinators at all the public institutions are asked to review new program nominations as well as currently available programs before a decision is made by the institution to include a program. Students can request consideration for inclusion of additional programs throughout the year.

In South Carolina, interested students must contact the Commission on Higher Education for access to the Academic Common Market (ACM). This process involves two steps. First, Commission staff determines whether the student has satisfied South Carolina residency provisions including the required **one-year** period of residency in the state pursuant to South Carolina Code of Laws for Determination of Rates of Tuition and Fees and related regulations. Secondly, the Commission staff must verify that the student is fully admitted to one of the specific programs to which South Carolina residents have ACM access. Once a student is certified as having met the eligibility requirements, the student retains ACM status as long as he or she remains enrolled full-time in the same degree program and retains South Carolina residency.

Information about ACM is accessible on the Commission’s website and also on SREB’s website ([www.sreb.org](http://www.sreb.org)). To advertise this valuable program, the ACM program information was transmitted electronically this spring to over 250 high school guidance counselors.

In 2014, South Carolina certified 88 state residents to go to other SREB states. During the same period, 479 students from other states were certified for ACM programs at South Carolina institutions. As seen in the graph below (Figure 1), South Carolina continues to bring into the state more students than it certifies to attend an out-of-state institution, and this number again decreased during 2014. It is important to note that these numbers reflect the number of new students *certified* during the year, not the actual number of the certified students who ultimately decided to enroll in an ACM program. Details of the annual certifications for all participating SREB states are provided by State of Enrollment in **Attachment I** and by State of Residency in **Attachment II**.

Figure 1: ACM Certification by Year, 2010-2014

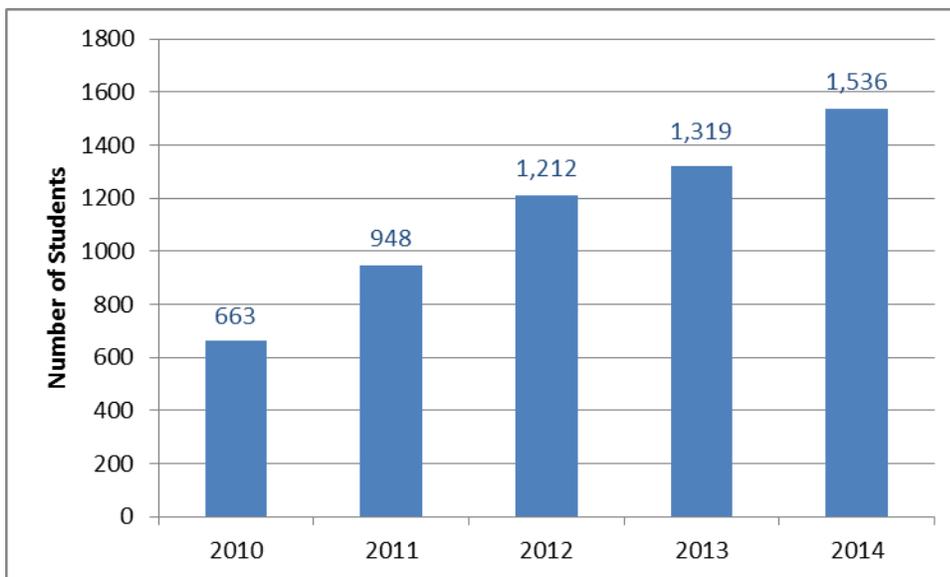


In 2014, the majority of South Carolina ACM certified students were ACM certified for programs in Tennessee (29) and Georgia (17). The three most requested programs by South Carolina applicants were the Aerospace Engineering programs (11 certifications) offered at various institutions in Alabama, Mississippi, Tennessee, and Virginia; the Recording Industry Program at Middle Tennessee State University (8 certifications); and the Diversified Agriculture at Abraham Baldwin Agricultural College in Georgia (8 certifications).

In fall 2014, South Carolina institutions had a total of 1,536 out-of-state students enrolled with ACM status. Figure 2 provides the trend of ACM students enrolled in South Carolina public colleges and universities over the past five years. Participation has grown each year with a 132% increase since fall 2010.

**Attachment III** shows the number of ACM students enrolled by institution, program, and degree level at South Carolina colleges and universities in fall 2014. As in previous years, the South Carolina program with the most ACM students was the Bachelor of Science in Marine Science at Coastal Carolina University with a total of 407 ACM certified students.

Figure 2: ACM Enrollment at S. C. Public Colleges and Universities, Fall 2010-2014



A listing of all 133 programs currently available through the ACM by South Carolina institutions is found in **Attachment IV**. **Attachment V** provides a listing for 2014 by state and institution of the 1,901 program offerings of which 78 were ACM Electronic Campus programs.

Academic Common Market Certifications by State of Enrollment  
Ten-Year History 2005-2014

## Academic Common Market

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Alabama	260	163	139	126	133	142	182	212	252	243
Arkansas	2	2	1	0	5	12	4	6	7	9
Delaware	1	0	1	5	6	1	2	3	2	2
Florida#	226	218	248	226	179	179	219	164	146	130
Georgia	128	134	115	136	142	143	66	63	67	58
Kentucky	70	91	66	68	79	94	112	151	174	182
Louisiana	45	14	28	20	41	58	68	116	144	224
Maryland	61	94	92	88	101	87	143	96	37	41
Mississippi	128	131	128	140	164	191	198	265	266	225
North Carolina*	50	61	79	85	99	88	109	25	-	-
Oklahoma	34	25	29	29	32	38	32	28	48	30
South Carolina	145	161	174	170	290	418	546	571	517	479
Tennessee	506	474	479	414	438	486	462	462	409	415
Texas#	38	58	46	40	23	22	29	9	18	13
Virginia	158	137	168	160	178	193	161	145	87	59
West Virginia	202	250	262	262	380	470	595	612	653	299
<b>Total Enrollment</b>	<b>2,054</b>	<b>2,013</b>	<b>2,055</b>	<b>1,969</b>	<b>2,290</b>	<b>2,622</b>	<b>2,928</b>	<b>2,928</b>	<b>2,827</b>	<b>2,409</b>

## Academic Common Market/Electronic Campus

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Alabama	19	5	1	0	0	0	1	3	1	1
Arkansas	0	0	0	0	0	13	15	2	4	1
Delaware	0	0	0	7	0	0	0	0	0	0
Florida#	81	104	96	67	68	35	29	34	26	27
Georgia	2	0	0	3	2	2	1	0	0	0
Kentucky	0	0	0	0	0	0	0	0	0	0
Louisiana	0	0	0	0	0	0	1	0	0	2
Maryland	0	0	1	0	2	6	5	7	7	6
Mississippi	1	3	10	0	0	0	0	2	0	0
North Carolina*	0	1	0	0	0	2	3	-	-	-
Oklahoma	4	1	7	4	7	13	18	2	2	2
South Carolina	0	28	9	5	1	4	9	3	3	1
Tennessee	35	51	64	39	57	45	46	33	45	8
Texas#	2	4	1	4	0	1	0	0	3	3
Virginia	0	4	0	0	0	0	1	0	0	0
West Virginia	0	1	0	0	0	0	0	1	0	2
<b>Total Enrollment</b>	<b>144</b>	<b>202</b>	<b>189</b>	<b>129</b>	<b>137</b>	<b>121</b>	<b>129</b>	<b>87</b>	<b>91</b>	<b>53</b>

Data provided by SREB, February 2015.

\*NC entered the ACM at the graduate level in 2001.

\*NC left the ACM in 2011 due to legislative decision.

#FL and TX participate in the ACM at the graduate level only.

Academic Common Market Certifications by State of Residence  
Ten-Year History 2005-2014

## Academic Common Market

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Alabama	76	109	85	94	76	119	74	178	100	124
Arkansas	73	60	91	75	57	64	93	75	85	94
Delaware	41	57	65	86	106	104	117	111	85	88
Florida#	20	18	41	32	22	40	29	41	25	30
Georgia	304	337	306	267	315	336	443	536	558	623
Kentucky	142	109	128	74	112	135	123	131	133	142
Louisiana	181	153	88	104	87	99	68	81	78	59
Maryland	382	294	371	401	563	684	751	695	714	189
Mississippi	118	62	65	44	83	86	90	111	98	105
North Carolina*	34	42	49	53	54	51	72	-	-	-
Oklahoma	30	23	27	10	9	2	19	4	10	11
South Carolina	130	113	103	134	142	161	106	122	99	88
Tennessee	142	177	160	111	167	152	178	158	184	172
Texas#	28	24	31	25	41	40	37	37	39	37
Virginia	257	358	384	405	404	497	667	586	571	576
West Virginia	96	77	61	54	52	52	61	62	49	71
<b>Total Enrollment</b>	<b>2,054</b>	<b>2,013</b>	<b>2,055</b>	<b>1,969</b>	<b>2,290</b>	<b>2,622</b>	<b>2,928</b>	<b>2,928</b>	<b>2,828</b>	<b>2,409</b>

## Academic Common Market/Electronic Campus

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Alabama	9	3	4	3	8	5	3	2	1	0
Arkansas	5	8	19	11	18	20	24	6	17	1
Delaware	1	1	3	0	0	1	1	2	0	0
Florida#	0	2	18	9	10	15	14	14	14	10
Georgia	43	96	62	7	0	0	0	0	0	0
Kentucky	9	8	15	15	14	9	4	8	3	3
Louisiana	8	1	9	9	9	4	3	8	3	1
Maryland	0	0	0	0	0	4	1	0	0	5
Mississippi	14	4	4	2	0	9	2	0	3	0
North Carolina*	10	14	21	17	20	22	29	-	-	-
Oklahoma	2	0	0	0	0	1	13	4	0	0
South Carolina	3	6	4	9	8	1	5	3	1	0
Tennessee	9	6	1	0	2	1	11	0	6	2
Texas#	4	7	0	0	0	2	0	7	2	0
Virginia	24	43	29	44	41	25	17	30	37	29
West Virginia	3	3	0	3	7	2	2	3	4	2
<b>Total Enrollment</b>	<b>144</b>	<b>202</b>	<b>189</b>	<b>129</b>	<b>137</b>	<b>121</b>	<b>129</b>	<b>87</b>	<b>91</b>	<b>53</b>

Data provided by SREB, February 2015.

\*NC entered the ACM at the graduate level in 2001.

\*NC left the ACM in 2011 due to legislative decision.

#FL and TX participate in the ACM at the graduate level only.

## Students Reported in Fall 2014 Enrolled in S. C. Institutions via Academic Common Market

Institution	Program Code	Program Suffix	Program Description	Bachelor's	Master's	Doctor's-Research/Scholarship	Total
Clemson University	130401	0	Educational Leadership and Administration, General			1	1
	160905	0	Spanish Language and Literature	1			1
<b>Total</b>				<b>1</b>		<b>1</b>	<b>2</b>
U.S.C. - Columbia	30104	0	Environmental Science	1			1
	90702	0	Digital Communication and Media/Multimedia	56			56
	90902	0	Public Relations/Image Management	145			145
	90903	0	Advertising	49			49
	110103	0	Information Technology	1			1
	140501	0	Bioengineering and Biomedical Engineering	5			5
	160402	0	Russian Language and Literature	4			4
	240102	1	Undecided, Undeclared	69			69
	250101	0	Library and Information Science		3		3
	260101	0	Biology/Biological Sciences, General	1			1
	261302	0	Marine Biology and Biological Oceanography	122			122
	270501	0	Statistics, General		1		1
	310504	0	Sport and Fitness Administration/Management	162	2		164
	400603	0	Geophysics and Seismology	5			5
	450901	0	International Relations and Affairs		2		2
	500301	0	Dance, General	2			2
	500301	1	Dance	4			4
	500601	0	Film/Cinema/Video Studies	1			1
	510203	0	Speech-Language Pathology/Pathologist		2		2
	510901	0	Cardiovascular Technology/Technologist	24			24
	512202	0	Environmental Health		1		1
	512299	0	Public Health, Other	3			3
	513804	0	Nurse Anesthetist		1		1
	520201	2	Management	1			1
	520901	0	Hospitality Administration/Management, General	5			5
	521001	0	Human Resources Management/Personnel Administration, General		12		12
	521101	0	International Business/Trade/Commerce		11		11
521501	0	Real Estate	1			1	
521701	0	Insurance	179			179	
521803	0	Retailing and Retail Operations	184			184	
<b>Total</b>				<b>1,024</b>	<b>35</b>		<b>1,059</b>
Medical University of S.C.	510901	0	Cardiovascular Technology/Technologist	2			2
	513808	1	Nursing Science (MS, PhD), Doctor of Nursing			8	8
<b>Total</b>				<b>2</b>		<b>8</b>	<b>10</b>
Coastal Carolina University	110101	0	Computer and Information Sciences, General	1			1
	131203	1	Middle Level Education, Mathematics/Science	7			7
	131203	2	Middle Level Education, Mathematics/Social Studies	5			5
	131203	3	Middle Level Education, Mathematics/English	1			1
	131203	4	Middle Level Education, Science/Social Studies	5			5
	131203	5	Middle Level Education, Science/English	1			1
	131203	6	Middle Level Education, Social Studies/English	17			17
	261302	0	Marine Biology and Biological Oceanography	407			407
	270301	0	Applied Mathematics, General	1			1
	310505	0	Kinesiology and Exercise Science	1			1
	500501	5	Theatre Arts - Physical Theatre	3			3
	500599	0	Dramatic/Theatre Arts and Stagecraft, Other	11			11
	521401	0	Marketing/Marketing Management, General	1			1
<b>Total</b>				<b>461</b>			<b>461</b>
Lander University	131207	0	Montessori Teacher Education		1		1
					1		1
South Carolina State Univ.	500702	0	Fine/Studio Arts, General	1			1
				1			1
Winthrop University	500408	0	Interior Design	1			1
	500701	0	Art/Art Studies, General	1			1
<b>Total</b>				<b>4</b>	<b>2</b>		<b>6</b>
<b>Grand Total</b>				<b>1,491</b>	<b>36</b>	<b>9</b>	<b>1,536</b>

Institution	CIP Code	Degree	Degree Name	Title	Concentration
Clemson University	4.0201	MS	Master of Science	Architecture	
Clemson University	14.0501	MS	Master of Science	Bioengineering	
Clemson University	52.2001	MCSM	Master of Construction Science and Management	Construction Science and Management	
Clemson University	11.0201	MFA	Master of Fine Arts	Digital Productions Arts	
Clemson University	50.0404	MS	Master of Science	Graphic Communications	
Clemson University	41.9999	MS	Master of Science	Packaging Science	
Clemson University	31.0301	PhD	Doctor of Philosophy	Parks, Recreation and Tourism Management	
Clemson University	31.0101	MPRTM	Master of Parks, Recreation, and Tourism Management	Parks, Recreation and Tourism Management	
Clemson University	30.1201	MS	Master of Science	Historic Preservation	
Clemson University	52.1501	MRED	Master of Real Estate Development	Real Estate Development	
Clemson University	13.0401	PhD	Doctor of Philosophy	Educational Leadership	Higher Education
Clemson University	13.0401	PhD	Doctor of Philosophy	Educational Leadership	P-12
Clemson University	4.0201	MARCH	Master of Architecture	Architecture	
Clemson University	13.1101	MEd	Master of Education	Counselor Education	School Counseling
Coastal Carolina University	50.0501	BFA	Bachelor of Fine Arts	Theatre Arts	Design & Technology
Coastal Carolina University	50.0501	BFA	Bachelor of Fine Arts	Theatre Arts	Physical Theatre
Coastal Carolina University	26.1302	MS	Master of Science	Coastal Marine and Wetland Studies	
Coastal Carolina University	50.0501	BA	Bachelor of Arts	Dramatic Arts	
Coastal Carolina University	50.0501	BFA	Bachelor of Fine Arts	Theatre Arts	Acting
Coastal Carolina University	50.0599	BFA	Bachelor of Fine Arts	Musical Theatre	
Coastal Carolina University	13.1203	BA	Bachelor of Arts	Middle Level Education	English/Language Arts, Mathematics, Science, Social Studies
Coastal Carolina University	26.1302	BS	Bachelor of Science	Marine Science	
Lander University	13.1207	MEd	Master of Education	Montessori Education	
Medical University of South Carolina	51.1608	PhD	Doctor of Philosophy	Nursing	
Medical University of South Carolina	26.0102	MS	Master of Science	Biomedical Science	Experimental Pathology & Laboratory Medicine
Medical University of South Carolina	51.1603	MSN	Master of Science in Nursing	Nursing-Individual Health Systems	Psychiatric Mental Health Advance Practice
Medical University of South Carolina	51.0901	BS	Bachelor of Science	Cardiovascular Perfusion	
Medical University of South Carolina	51.1604	MS	Master of Science	Nurse Anesthesia	
Medical University of South Carolina	51.0701	MHA	Master of Healthcare Administration	Health Administration	Executive Program
Medical University of South Carolina	26.0102	MS	Master of Science	Biomedical Sciences	Biometry and Epidemiology
Medical University of South Carolina	51.2399	MSR	Master of Science	Rehabilitation Science	Occupational Therapy
Medical University of South Carolina	51.1608	DNP	Doctor of Nursing Practice (DNP)	Post-MSN Doctor of Nursing Practice DNP	
University of South Carolina - Columbia	43.0103	PhD	Doctor of Philosophy	Doctor of Philosophy in Criminology and Criminal Justice	

University of South Carolina - Columbia	52.0901	BS	Bachelor of Science	Hospitality Management	Club Management
University of South Carolina - Columbia	52.0903	BS	Bachelor of Science	Tourism Management	
University of South Carolina - Columbia	9.0902	BAJMC	Bachelor of Arts in Journalism and Mass Communication	Public Relations	
University of South Carolina - Columbia	51.1608	MSN	Master of Science in Nursing	Clinical Nursing	Acute Care Nursing
University of South Carolina - Columbia	52.1101	IMBA	International Master of Business Administration	International Master of Business Administration	
University of South Carolina - Columbia	51.2399	MRC	Master of Rehabilitation Counseling	Rehabilitation Counseling	
University of South Carolina - Columbia	52.1001	MHR	Master of Human Resource	Human Resources	
University of South Carolina - Columbia	51.0203	MSP	Master of Science	Speech Pathology	
University of South Carolina - Columbia	51.2207	PhD	Doctor of Philosophy	Health Promotion, Education and Behavior	
University of South Carolina - Columbia	40.0603	BS	Bachelor of Science	Geophysics	
University of South Carolina - Columbia	50.0301	BA	Bachelor of Arts	Dance	Performance and Choreography
University of South Carolina - Columbia	50.0301	BA	Bachelor of Arts	Dance	Dance Education
University of South Carolina - Columbia	52.1101	IMBA	International Master of Business Administration	International Master of Business Administration	Foreign Languages
University of South Carolina - Columbia	50.0601	BA	Bachelor of Arts	Film Studies	
University of South Carolina - Columbia	14.0501	BS	Bachelor of Science	Biomedical Engineering	
University of South Carolina - Columbia	51.2299	BS/BA	Bachelor or Art and Bachelor of Science	Public Health	
University of South Carolina - Columbia	52.1803	BS	Bachelor of Science	Retailing	Retail Management
University of South Carolina - Columbia	51.2201	MSW/MPH	Master of Social Work and Master of Public Health	Dual Master of Social Work and Master of Public Health	Health Services Policy and Management: Health Promotion Education and Behavior
University of South Carolina - Columbia	9.0702	BAJMC	Bachelor of Arts in Journalism & Mass Communications	Visual Communications	
University of South Carolina - Columbia	9.0903	BAJMC	Bachelor of Journalism and Mass Communications	Advertising	
University of South Carolina - Columbia	31.0505	MS	Master of Science	Exercise Science	Health Aspects of Physical Activity
University of South Carolina - Columbia	50.0699	BA	Bachelor of Art	Media Arts	
University of South Carolina - Columbia	52.0901	MIHTM	Master of International Hospitality and Tourism Management	International Hospitality and Tourism Management	
University of South Carolina - Columbia	31.0504	MSEM	Master of Sport and Entertainment Management	Sport and Entertainment Management	
University of South Carolina - Columbia	52.1101	MIB	Masters of International Business	International Business	
University of South Carolina - Columbia	52.0204	BS	Bachelor of Science	Integrated Information Technology	
University of South Carolina - Columbia	51.0901	BS	Bachelor of Science	Cardiovascular Technology	
University of South Carolina - Columbia	45.0201	MA	Master of Arts	Anthropology	Archaeology

University of South Carolina - Columbia	54.0105	MA	Master of Arts	Public History	
University of South Carolina - Columbia	51.1604	MNA	Master of Nurse Anesthesia	Nurse Anesthesia	
University of South Carolina - Columbia	26.1102	MSPH	Master of Science	Biostatistics	
University of South Carolina - Columbia	13.0601	PhD	Doctor of Philosophy	Educational Psychology and Research	
University of South Carolina - Columbia	51.2202	MPH	Master of Public Health	Environmental Health Sciences	Environmental Quality
University of South Carolina - Columbia	26.1309	MSPH	Master of Science	Epidemiology	
University of South Carolina - Columbia	26.1309	PhD	Doctor of Philosophy	Epidemiology	
University of South Carolina - Columbia	26.1309	DrPH	Doctor of Public Health	Epidemiology and Biostatistics	
University of South Carolina - Columbia	27.0301	MAS	Master of Applied Statistics	Applied Statistics	
University of South Carolina - Columbia	52.1701	BSBA	Bachelor of Science	Insurance and Risk Management	
University of South Carolina - Columbia	45.0901	MA	Master of Arts	International Studies	
University of South Carolina - Columbia	25.0101	MLIS	Master of Library and Information Science	Library and Information Science	
University of South Carolina - Columbia	25.0101	SLIS	Specialist	Library and Information Science	
University of South Carolina - Columbia	26.1302	BS	Bachelor of Science	Marine Science	
University of South Carolina - Columbia	9.0401	MMC	Master of Mass Communications	Mass Communications	
University of South Carolina - Columbia	13.1312	PhD	Doctor of Philosophy	Music Education	
University of South Carolina - Columbia	14.2301	MS	Master of Science	Nuclear Engineering	
University of South Carolina - Columbia	51.1608	DNP	Doctor of Nursing Practice	Nursing Practice	
University of South Carolina - Columbia	45.1001	PhD	Doctor of Philosophy	Political Science	
University of South Carolina - Columbia	51.2201	MPH	Master of Public Health	Public Health Administration	
University of South Carolina - Columbia	51.2201	PhD	Doctor of Philosophy	Public Health Administration	
University of South Carolina - Columbia	51.2201	MPH	Master of Public Health	Public Health Administration	Health Promotion and Education
University of South Carolina - Columbia	52.1803	BS	Bachelor of Science	Retailing	Fashion Merchandising
University of South Carolina - Columbia	16.0402	BA	Bachelor of Arts	Russian	
University of South Carolina - Columbia	44.0701	PhD	Doctor of Philosophy	Social Work	
University of South Carolina - Columbia	31.0504	BS	Bachelor of Science	Sport and Entertainment Management	
University of South Carolina - Aiken	52.0201	BS	Bachelor of Science	Business Administration	Marketing of Golf Course Services
University of South Carolina - Aiken	27.0301	BS	Bachelor of Science	Industrial Mathematics	
University of South Carolina - Upstate	13.1314	BSEd	Bachelor of Science in Education	Physical Education	Corporate Fitness

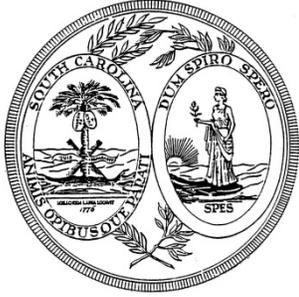
Winthrop University	50.0701	BFA	Bachelor of Fine Arts	Art	Visual Communication Design
Winthrop University	50.0701	BFA	Bachelor of Fine Arts	Interior Design	
Winthrop University	13.1324	BA	Bachelor of Arts	Dance	
Winthrop University	19.0504	MS	Master of Science	Human Nutrition	
Winthrop University	52.1299	BS	Bachelor of Science	Information Design	Digital Mass Media
Winthrop University	50.0701	BFA	Bachelor of Fine Arts	Art	Photography

## 2014 Academic Common Market Program Offerings

State	Institution	# of Inst.	Traditional				ACM/EC Program				
			Baccalaureate	Master	Specialist	Doctoral	# of Inst.	Baccalaureate	Master	Specialist	Doctoral
<b>Alabama</b>											
	Alabama A & M University		2								
	Alabama State University		2	1		1					
	Auburn University		28								
	Auburn University, Montgomery		1								
	Jacksonville State University		1								
	Troy University		1	1							
	University of Alabama		14	9		5			1		
	University of Alabama at Birmingham		10	49	1	10		1			
	University of Alabama in Huntsville		6	2							
	University of North Alabama		4								
	University of South Alabama		12	6		2					
	University of West Alabama		2								
	<b>Subtotal</b>	<b>12</b>	<b>83</b>	<b>68</b>	<b>1</b>	<b>18</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>
<b>Arkansas</b>											
	Arkansas State University		2								
	Arkansas Tech University		2								
	University of Arkansas at Little Rock		3	2					3		
	University of Arkansas for Medical Sciences		1			1			1		
	University of Arkansas, Fayetteville		3	8		2					
	<b>Subtotal</b>	<b>5</b>	<b>11</b>	<b>10</b>	<b>-</b>	<b>3</b>	<b>2</b>	<b>-</b>	<b>4</b>	<b>-</b>	<b>-</b>
<b>Delaware</b>											
	Delaware State University		3								
	University of Delaware		1								
	<b>Subtotal</b>	<b>2</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Florida</b>											
	Florida A&M University			3		1					
	Florida Atlantic University			5		1			2		
	Florida Gulf Coast University								3		
	Florida International University			4		1					
	Florida State University			91	10	53			8	1	
	Florida State University-Panama City Campus			1							
	University of Central Florida			21		4			2		
	University of Florida			35		8					
	University of North Florida			2					1		
	University of South Florida			34		8			7		1
	University of West Florida			4							
	<b>Subtotal</b>	<b>11</b>	<b>-</b>	<b>200</b>	<b>10</b>	<b>76</b>	<b>6</b>	<b>-</b>	<b>23</b>	<b>1</b>	<b>1</b>
<b>Georgia</b>											
	Abraham Baldwin Agricultural College		2								
	Armstrong Atlantic State University		6								
	Georgia College		1	2					1		
	Georgia Institute of Technology			6		2					
	Georgia Regents University			2							
	Georgia Southern University		5	2							
	Georgia Southwestern State University		1								
	Georgia State University			7		1					
	Middle Georgia College		1								
	Savannah State University		2								
	Southern Polytechnic State University		2	1					1		
	University of Georgia		40	26		18			1		
	Valdosta State University		1	2							
	<b>Subtotal</b>	<b>13</b>	<b>61</b>	<b>48</b>	<b>-</b>	<b>21</b>	<b>2</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>
<b>Kentucky</b>											
	Eastern Kentucky University		26	3							
	Morehead State University		3								
	Murray State University		8	5							
	Northern Kentucky University		3	2							
	University of Kentucky		40	19		15					
	University of Louisville		7	6		4					
	Western Kentucky University		10	2							
	<b>Subtotal</b>	<b>7</b>	<b>97</b>	<b>37</b>	<b>-</b>	<b>19</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Louisiana</b>											
	Grambling State University			2		2					
	Louisiana State University		32	15		5					
	Louisiana State University Health Sciences Center-New Orleans					1					
	Louisiana State University Health Sciences Center-Shreveport			1							
	Louisiana Tech University		6	2		2					

State	Institution	# of Inst.	Traditional				ACM/EC Program				
			Baccalaureate	Master	Specialist	Doctoral	# of Inst.	Baccalaureate	Master	Specialist	Doctoral
	McNeese State University		1								
	Nicholls State University		4								
	Southern University and A&M College		1								
	Southern University at New Orleans			1							
	University of Louisiana at Lafayette		3	2		2					
	University of Louisiana at Monroe		11	5		2					
	University of New Orleans		3	6		3					
	<b>Subtotal</b>	<b>12</b>	<b>61</b>	<b>34</b>	<b>-</b>	<b>17</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Maryland</b>											
	Bowie State University*		1								
	Coppin State University		2								
	Frostburg State University		5	2							
	Morgan State University		2	3		1					1
	Towson University		17	6		1					
	University of Baltimore		2	3							
	University of Maryland, Baltimore		1	3		2		1			
	University of Maryland, Baltimore County		7	5		1		1			
	<b>Subtotal</b>	<b>8</b>	<b>37</b>	<b>22</b>	<b>-</b>	<b>5</b>	<b>3</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>1</b>
<b>Mississippi</b>											
	Delta State University		2					1			
	Jackson State University		3	2		6					
	Mississippi State University		25	9		6					
	Mississippi University for Women		6	1							
	Mississippi Valley State University		1								
	University of Mississippi		2	1							
	University of Mississippi Medical Center		1	2		1					
	University of Southern Mississippi		30	10		10					
	<b>Subtotal</b>	<b>8</b>	<b>70</b>	<b>25</b>	<b>-</b>	<b>23</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>
<b>Oklahoma</b>											
	East Central University		4								
	Oklahoma State University		14	5		7					
	Oklahoma State University, Center for Health Science			2							
	Southeastern Oklahoma State University		1								
	Southwestern Oklahoma State University		2								
	University of Central Oklahoma		2	1							
	University of Oklahoma		5	6		4					
	University of Oklahoma Health Sciences			1							
	<b>Subtotal</b>	<b>8</b>	<b>28</b>	<b>15</b>	<b>-</b>	<b>11</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>South Carolina</b>											
	Clemson University		15	15		3					
	Coastal Carolina University		7	1							
	Lander University			1							
	Medical University of South Carolina		1	4				2			2
	South Carolina State University		6	4							
	University of South Carolina		21	25	1	10		2			
	University of South Carolina - Aiken		2								
	University of South Carolina - Beaufort*		2								
	University of South Carolina - Upstate		1	2							
	Winthrop University		5	1							
	<b>Subtotal</b>	<b>10</b>	<b>60</b>	<b>53</b>	<b>1</b>	<b>13</b>	<b>2</b>	<b>-</b>	<b>4</b>	<b>-</b>	<b>2</b>
<b>Tennessee</b>											
	Austin Peay State University		2					2	2		
	East Tennessee State University		14	7		2		3	1		
	Middle Tennessee State University		14	11		2		2			
	Tennessee State University		7					1			
	Tennessee Technological University		8					1			
	University of Memphis		16	24		11			1		
	University of Tennessee at Chattanooga		3	8							
	University of Tennessee at Martin		2						1		
	University of Oklahoma Health Sciences Center		1	5		4			2		7
	University of Tennessee, Knoxville		43	38		22			7		2
	University of Tennessee, Space Institute								1		
	<b>Subtotal</b>	<b>11</b>	<b>110</b>	<b>93</b>	<b>-</b>	<b>41</b>	<b>10</b>	<b>9</b>	<b>15</b>	<b>-</b>	<b>9</b>
<b>Texas</b>											
	Angelo State University			1							
	Midwestern State University			2					1		
	Prairie View A&M University			1		1					
	Sam Houston State University			1		1					
	Texas A&M Health Science Center			5							
	Texas A&M International University			1							
	Texas A&M University			16		9					
	Texas A&M University - Commerce			2		3					
	Texas State University			4		1					

State	Institution	# of Inst.	Traditional				ACM/EC Program				
			Baccalaureate	Master	Specialist	Doctoral	# of Inst.	Baccalaureate	Master	Specialist	Doctoral
	Texas Tech University			3		5					
	Texas Tech University Health Science Center			1							
	Texas Woman's University			12		12					
	University of Houston			7		1					
	University of Houston, Clear Lake			8							
	University of North Texas			20		8					
	University of North Texas Health Science Center at Fort Worth			10		4					
	University of Texas at Arlington			14		5					
	University of Texas at Dallas			1		1					
	University of Texas at El Paso			2		1					
	University of Texas at San Antonio			3							
	University of Texas Health Science Center at Houston			11		10					
	University of Texas Health Science Center at San Antonio			2							
	University of Texas Southwestern Medical Center			3							
	University of Texas, Pan American			1							
	<b>Subtotal</b>	<b>24</b>	<b>-</b>	<b>131</b>	<b>-</b>	<b>62</b>	<b>2</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Virginia</b>											
	College of William and Mary			1		1					
	Longwood University		2	1							
	Norfolk State University		3	3		1					
	Old Dominion University		18	9		4					
	Radford University		12	6							
	Virginia State University		2								
	<b>Total</b>	<b>7</b>	<b>37</b>	<b>20</b>	<b>-</b>	<b>6</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>West Virginia</b>											
	Bluefield State College		3								
	Concord University		1								
	Fairmont State University		10								
	Glenville State College		2								
	Marshall University		4	4							
	Shepherd University		11								
	West Liberty State College		1								
	West Virginia University		28	12		1					
	West Virginia University Institute of Technology		4								
	<b>Subtotal</b>	<b>9</b>	<b>64</b>	<b>16</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>Totals</b>	<b>146</b>	<b>723</b>	<b>772</b>	<b>12</b>	<b>316</b>	<b>33</b>	<b>10</b>	<b>54</b>	<b>1</b>	<b>13</b>
<b>Grand Total = 1901</b>			<b>Total ACM Programs = 1823</b>					<b>Total ACM Electronic Campus Programs = 78</b>			



# South Carolina Commission on Higher Education

Brig Gen John L. Finan, USAF (Ret.), Chair  
Dr. Bettie Rose Horne, Vice Chair  
Mr. Paul O. Batson, III  
Mr. Tim M. Hofferth  
Ms. Dianne C. Kuhl  
Ms. Allison Dean Love  
Dr. Louis B. Lynn  
Vice Admiral Charles Munns, USN (ret.)  
Mr. Clark B. Parker  
Mr. Kim F. Phillips  
Ms. Terrye C. Seckinger  
Dr. Jennifer B. Settlemyer  
Mr. Hood Temple  
Dr. Evans Whitaker

Ms. Julie J. Carullo  
Interim Executive Director

CHE  
9/3/2015  
Agenda Item 5.02.G

September 3, 2015

## **MEMORANDUM**

**To:** Chairman John L. Finan and Members, SC Commission on Higher Education

**From:** Dr. Bettie Rose Horne and Members, Committee on Academic Affairs and Licensing

### **Information Report on Staff-Approved Institutional Mission Statement Modifications**

In keeping with the Commission's *Policy and Procedures for Approval of New or Revised Mission Statements*, Commission staff approved mission statement revisions from the following institutions during FY 2014-15:

- Central Carolina Technical College – Removal of specific enrollment numbers.
- Midlands Technical College – Minimal edits to clarify the mission, but primarily, edits to clarify the role and scope of the institution.
- Piedmont Technical College – The addition of “agriculture” to the list of programs offered and a statement about offering “distance learning courses through multiple modes.” Both minor revisions help the mission match programs and delivery modes already approved by CHE and implemented at the institution.

The changes were determined to be minor as defined by the policy, which reads “Minor revision are those revisions which do not change the nature, function, type, or sector of the institution. Examples include revisions for clarity and grammar, changes in size, CHE-approved changes in program mix, board-approved name changes, and editorial changes.” As such, the proposed changes were considered and approved at the staff level. The revised statements are attached.

## **Central Carolina Technical College Mission**

Central Carolina Technical College is a comprehensive, public, two-year institution of higher education dedicated to fostering a positive environment of teaching and learning for faculty, staff, and students. The College serves primarily the region of Clarendon, Lee, Kershaw, and Sumter counties in South Carolina and confers associate degrees, diplomas, and certificates. College programs, student support services, and resources provide citizens, businesses, industries, and communities with quality, affordable, accessible, customer-responsive post-secondary education through life-long learning and specialized training opportunities. These are designed to develop the foundation for personal growth, economic development, and an improved quality of life through multiple learning environments including traditional and electronic instructional methods.

The College's vast array of associate degree, diploma, and certificate programs prepares students to enter the job market, to transfer to senior colleges and universities, and to achieve their professional and personal goals. Specifically, Central Carolina offers academic programs in business, the health sciences, public service, industrial and engineering technology, and the arts and sciences. Through its comprehensive programs and support services, the College serves students through traditional and non-traditional formats in multiple learning environments including online, electronic, and distance learning.

Approved by the Central Carolina Technical College Area Commission on January 15, 2015  
Approved by the SC Commission on Higher Education on April 1, 2015

## Midlands Technical College

### MTC VISION STATEMENT

Midlands Technical College, as a premier higher education partner, creates innovative learning environments, promotes individual and business success, drives economic vitality, and enhances quality of life.

### MTC MISSION STATEMENT

Midlands Technical College is a comprehensive, multi-campus, two-year public college serving the primary region of Richland, Lexington and Fairfield counties of South Carolina. College programs and services provide accessible, affordable, quality education that prepares a diverse student population to succeed in the job market, to transfer to senior colleges and universities, and to achieve their professional and personal goals. The college equitably provides higher education opportunities, strengthens businesses and enhances the economic and social vitality of the community.

### MTC STATEMENT OF ROLE AND SCOPE

The college implements its mission through a clearly defined set of programs, services and partnerships that include:

**College-Level Credit Programs.** The college serves approximately 17,000 credit students annually through courses leading to associate degrees, diplomas and/or certificates in Arts and Sciences, Business, Engineering Technology, Health Sciences, Industrial Technology, Information Systems Technology, Nursing and Public Service.

**Corporate and Continuing Education Programs.** The college provides professional and career training and development through open enrollment and customized courses with approximately 30,000 enrollments annually. The college serves individuals, businesses and the community. The college also offers self-supporting, noncredit activities for personal enrichment.

**Student Development Programs and Services.** The college offers programs and services to current and prospective students and alumni to increase their success and enhance their potential for personal, educational and professional growth. The college increases student access to higher education and careers through recruitment, developmental education, financial services, counseling and career services, and evaluation and support services.

**College Administrative Support Services.** The college, through an array of comprehensive administrative services, ensures an effective and fiscally sustainable institution.

**Economic Development Programs.** MTC proactively promotes business growth and regional prosperity. The college enhances the economic vitality and quality of life of the region by providing a sustainable workforce and opportunities for community engagement.

**Business Collaboration and Partnerships.** MTC initiates and expands business relationships through advisory board participation and business outreach activities. Business Solutions works with potential and existing business customers to identify needs and provide specific education and training for their potential and current employees.

## **STATEMENT OF VALUES**

Midlands Technical College contributes to the community by helping individuals reach their full potential through affirmation of the following values:

**Commitment to Students** - Belief in providing a learner-centered environment offering quality instruction, resources and services and presenting challenging opportunities for the continued growth and development of its students. The college assists students in clarifying their lifelong goals, navigating career pathways, fostering entrepreneurship, developing interpersonal skills and maximizing their potential.

**Commitment to Excellence in Education** - Belief in offering the highest quality academic programs and support services through a variety of delivery methods that reflect the relevant education required for future success. The college builds a community of learners and prepares students for the work environment or further education.

**Commitment to Quality Service** - Belief in providing professional, respectful, responsive, flexible, approachable and courteous quality service to all constituents.

**Commitment to Integrity** - Belief in ethical behavior by all members of the college community. The college fosters and promotes integrity, honesty, fairness and mutual respect among faculty, staff, students and all others associated with the college.

**Commitment to Economic Vitality and Quality of Life** - Belief in preparing students for successful careers by providing a seamless curriculum bridging secondary education, higher education and lifelong learning. The college serves as a resource for community engagement and partners with business, education and government to enhance the growth and prosperity of the region.

**Commitment to Access and Diversity** - Belief in providing access to programs and services to students who comprise the cultural, economic and demographic diversity of the community.

**Commitment to Faculty and Staff** - Belief in the importance of attracting and retaining an excellent and diverse faculty and staff who collectively create a positive learning environment. The college provides professional development opportunities and demonstrates its commitment to the college community by providing resources to carry out the mission of the college.

**Commitment to a Quality Campus Environment** - Belief in the importance of creating an inviting and secure environment for the college community. The college values clear communications, open exchange of ideas, involvement in decision-making, and respect for all individuals.

**Commitment to the Management and Diversification of Resources** - Belief in the effective use of college resources to provide quality education and services for the students and community and in being accountable to constituents. The college seeks to diversify its financial support through the pursuit of new and innovative resources.

**Commitment to Innovation and Renewal** - Belief in the spirit of creativity and discovery in all college endeavors. The college is open to innovation, adaptation and positive change for the benefit of all its constituencies.

Approved By MTC Commission - July 16, 2014

Approved by the South Carolina Commission on Higher Education on September 26, 2014

## **Piedmont Technical College Mission**

Piedmont Technical College transforms lives and strengthens communities by providing opportunities for intellectual and economic growth.

The College, a member of the South Carolina Technical College System, is a public comprehensive two-year post-secondary institution. Piedmont Technical College contributes to the economic growth and development of the largest and most diverse region of the technical college system, Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry and Saluda counties and to the state. The College responds to the academic, training and public service needs of the community through excellence in teaching and educational services. Piedmont Technical College's open admissions policy provides accessibility for individuals with diverse backgrounds the opportunity to acquire the knowledge and skills for employment in engineering technology, industrial technology, agriculture, business, health, and public service. Piedmont Technical College graduates develop competencies in communication, mathematics, problem solving and technology.

The College offers university transfer; associate degrees, diplomas and certificates in technical and occupational areas; college preparatory programs; student development programs providing academic, career and individual support; and custom-designed credit and non-credit programs to provide training for business and industry and to meet the needs of the community. To optimize access to higher education in the rural seven-county service area, Piedmont Technical College offers distance learning courses through multiple modes of delivery.

Revision approved by the PTC Area Commission on April 21, 2015  
Approved by the Commission on Higher Education on June 30, 2015



# South Carolina Commission on Higher Education

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 Dr. Evans Whitaker  
  
 Ms. Julie J. Carullo  
 Interim Executive Director

CHE  
 9/3/2015  
 Agenda Item 5.02.H

September 3, 2015

## MEMORANDUM

**To:** Chairman John L. Finan and Members, SC Commission on Higher Education

**From:** Dr. Bettie Rose Horne and Members, Committee on Academic Affairs and Licensing

### Information Report on Approved Modifications

The table below shows academic program modifications Commission staff approved from April 1 to June 30, 2015.

<b>Institution</b>	<b>Program</b>	<b>Modification</b>
Coastal Carolina University	B.S., Health Administration Completion	Change entry requirements
University of South Carolina Aiken	B.S., Biology	Add concentration in Molecular Biology
University of South Carolina Columbia	B.A.J.M.C., Journalism	Upgrade the concentration in Mass Communications to a B.A.J.M.C., Mass Communications
University of South Carolina Columbia	B.S.B.A., International Business	Add concentrations in Middle East and North Africa (MENA) Business and South American Business, with future approval of two additional concentrations in European Business and Eurasian Business contingent upon favorable CHE review of completed applications, including submission of <i>Memoranda of Understanding</i> (MOU) between USC Columbia and the partner international institutions.
University of South Carolina Columbia	Master of Economics (MAEcon)	Add concentration in Financial Economics

During this period, staff elevated the following program modifications, consistent with its authority as stated in the *Policies and Procedures for New Academic Programs, Program Modifications, Program Notifications, Program Terminations, and New Centers*. The Commission considered and approved both modifications.

<b>Institution</b>	<b>Program</b>	<b>Modification</b>
Medical University of South Carolina	M.D.	Expand clinical training to AnMed Health, Anderson, SC
South Carolina State University	B.S., Industrial Education	Add a concentration in Industrial Technology